

# Scope and Sequence

## Foundational Skills

|                                                                                            | K | 1 | 2 | 3 |
|--------------------------------------------------------------------------------------------|---|---|---|---|
| <b>Phonemic Awareness (Recognize Discrete Sounds in Words)</b>                             |   |   |   |   |
| Long and Short Vowels Differentiation                                                      | • | • |   |   |
| Phoneme Addition: Final Sounds                                                             | • | • |   |   |
| Phoneme Addition: Initial Sounds                                                           | • | • |   |   |
| Phoneme Addition: Medial Sounds                                                            | • |   |   |   |
| Phoneme Blending: All Sounds in a Word                                                     | • | • |   |   |
| Phoneme Blending: Final Sounds                                                             | • | • |   |   |
| Phoneme Blending: Initial Sounds                                                           | • | • |   |   |
| Phoneme Blending: Medial Sounds                                                            | • | • |   |   |
| Phoneme Blending: Onset and Rime                                                           | • | • |   |   |
| Phoneme Blending: Syllables                                                                | • | • |   |   |
| Phoneme Blending: Vowel Substitution                                                       | • | • |   |   |
| Phoneme Blending: Words/Word Parts                                                         | • | • |   |   |
| Phoneme Isolation: Final Sounds                                                            | • | • |   |   |
| Phoneme Isolation: Initial Sounds                                                          | • | • |   |   |
| Phoneme Isolation: Medial Sounds                                                           | • | • |   |   |
| Phoneme Substitution: Final Sounds                                                         | • | • |   |   |
| Phoneme Substitution: Initial Sounds                                                       | • | • |   |   |
| Phoneme Substitution: Medial Sounds                                                        | • | • |   |   |
| Phoneme Matching: Final Sounds                                                             | • | • |   |   |
| Phoneme Matching: Initial Sounds                                                           | • | • |   |   |
| Phoneme Matching: Medial Sounds                                                            | • | • |   |   |
| Phoneme Pronunciation: Final Sounds                                                        | • | • |   |   |
| Phoneme Pronunciation: Initial Sounds                                                      | • | • |   |   |
| Phoneme Pronunciation: Medial Sounds                                                       | • | • |   |   |
| Produce Rhyming Words                                                                      | • | • |   |   |
| Recognize Rhyming Words                                                                    | • | • |   |   |
| Segmentation: Final Consonants                                                             | • | • |   |   |
| Segmentation: Identifying All Sounds in a Word in Sequence                                 | • | • |   |   |
| Segmentation: Identifying the Number of Sounds in Words                                    | • | • |   |   |
| Segmentation: Initial Consonants/Blends                                                    |   | • |   |   |
| Segmentation: Medial Consonants                                                            | • | • |   |   |
| Segmentation: Onset and Rime                                                               | • | • |   |   |
| Segmentation: Syllables                                                                    | • | • |   |   |
| Segmentation: Words/Word Parts                                                             | • | • |   |   |
| <b>Print and Book Awareness (Recognize and Understand the Concepts of Print and Books)</b> |   |   |   |   |
| Capitalization                                                                             | • | • |   |   |
| Differentiate Between Letters and Words                                                    | • |   |   |   |
| Differentiate Between Words and Sentences                                                  | • |   |   |   |
| End Punctuation                                                                            | • | • |   |   |
| Follow Words Left-to-Right                                                                 | • | • |   |   |
| Follow Words Page by Page                                                                  | • | • |   |   |
| Follow Words Top-to-Bottom                                                                 | • | • |   |   |
| Follow Letter Formation                                                                    | • | • |   |   |

## Foundational Skills

|                                                  | K | 1 | 2 | 3 |
|--------------------------------------------------|---|---|---|---|
| <b>Print and Book Awareness (continued)</b>      |   |   |   |   |
| Page Numbering                                   | • |   |   |   |
| Parts of a Book                                  | • | • |   |   |
| Picture/Text Relationship                        | • | • |   |   |
| Punctuation                                      | • | • |   |   |
| Quotation Marks                                  | • | • |   |   |
| Recognize First Word in Sentence                 | • | • |   |   |
| Relationship Between Spoken and Printed Language | • | • |   |   |
| Sentence Recognition                             | • | • |   |   |
| Spacing Between Sentences                        | • | • |   |   |
| Spacing Between Words                            | • | • |   |   |
| Word Length                                      | • | • |   |   |
| Write Left-to-Right                              | • | • |   |   |
| Write Top-to-Bottom                              | • | • |   |   |
| <b>Alphabetic Knowledge</b>                      |   |   |   |   |
| Letter Order (Alphabetic Order)                  | • | • |   |   |
| Letter Sounds                                    | • | • |   |   |
| Lowercase Letters                                | • | • |   |   |
| Sounds in Words                                  | • | • |   |   |
| Uppercase Letters                                | • | • |   |   |
| <b>Phonics and Word Analysis</b>                 |   |   |   |   |
| Antonyms                                         |   | • | • | • |
| Base Words or Roots                              |   |   | • | • |
| Blending Sounds into Words                       | • | • | • | • |
| Comparatives/Superlatives                        |   |   | • | • |
| Compound Words                                   |   | • | • | • |
| Consonant Blends                                 | • | • | • | • |
| Consonant Digraphs                               |   | • | • | • |
| Contractions                                     |   | • | • | • |
| Distinguish Between Long and Short Vowels        | • | • | • | • |
| Distinguish Between Similarly Spelled Words      | • |   |   |   |
| Greek and Latin Roots                            |   |   |   | • |
| High-Frequency Words                             | • | • | • | • |
| Homographs                                       |   | • |   | • |
| Homophones                                       |   | • | • | • |
| Inflectional Endings                             | • | • | • | • |
| Irregular Plurals                                |   |   | • | • |
| Irregularly Spelled Words                        |   | • | • | • |
| Letter-Sound Correspondence                      | • | • | • | • |
| Multiple-Meaning Words                           |   |   | • | • |
| Plurals                                          | • | • | • | • |
| Position Words                                   | • |   |   |   |
| Prefixes                                         | • | • | • | • |
| Shades of Meaning/Levels of Specificity          |   |   |   | • |

## Foundational Skills

|                                              | K | 1 | 2 | 3 |
|----------------------------------------------|---|---|---|---|
| <b>Phonics and Word Analysis (continued)</b> |   |   |   |   |
| Silent Letters                               |   | • | • | • |
| Suffixes                                     | • | • | • | • |
| Syllables: Vowels in Words                   |   | • | • | • |
| Syllables: Multisyllabic Words               |   | • | • | • |
| Synonyms                                     |   | • | • | • |
| Vowel Diphthongs                             |   | • | • | • |
| Vowels: l-controlled                         |   | • | • | • |
| Vowels: Long Sounds and Spellings            | • | • | • | • |
| Vowels: r-controlled                         |   | • | • | • |
| Vowels: Short Sounds and Spellings           | • | • | • | • |
| Word Families/Words with the Same Base       | • | • | • | • |
| <b>Fluency</b>                               |   |   |   |   |
| Purpose                                      | • | • | • | • |
| Rate                                         | • | • | • | • |
| Self-Correct                                 | • | • | • | • |
| Successive Readings                          | • | • | • | • |
| Understanding                                | • | • | • | • |
| Word Recognition                             | • | • | • | • |
| <b>Dictation</b>                             |   |   |   |   |
| Antonyms                                     |   |   |   | • |
| Root Words                                   |   |   |   | • |
| Comparatives/Superlatives                    |   |   |   | • |
| Compound Words                               |   |   |   | • |
| Contractions                                 |   |   |   | • |
| Greek and Latin Roots                        |   |   |   | • |
| Homographs                                   |   |   |   | • |
| Homophones                                   |   |   |   | • |
| Inflectional Endings                         | • | • | • | • |
| Irregular Plurals                            |   |   | • | • |
| Irregular Verbs                              |   |   |   | • |
| Letter/Sound Relationships                   | • | • | • | • |
| Long-Vowel Spellings                         | • | • | • | • |
| Multiple-Meaning Words                       |   |   |   | • |
| Multisyllabic Words                          |   | • | • | • |
| Phonograms                                   |   |   | • | • |
| Prefixes                                     |   | • | • | • |
| r-Controlled Vowel Spellings                 |   | • | • | • |
| Shades of Meaning                            |   |   |   | • |
| Short-Vowel Spellings                        | • | • | • | • |
| Silent Letters                               |   |   | • | • |
| Special Spelling Patterns/Rules              |   |   | • | • |
| Special-Vowel Spellings                      |   | • | • | • |
| Suffixes                                     |   | • |   | • |
| Synonyms                                     |   |   |   | • |

## Foundational Skills

|                                     | K | 1 | 2 | 3 |
|-------------------------------------|---|---|---|---|
| <b>Penmanship</b>                   |   |   |   |   |
| Print Letters                       | • | • |   |   |
| Print Numbers                       | • | • |   |   |
| <b>Oral Language Development</b>    |   |   |   |   |
| Answer Questions                    | • | • | • | • |
| Ask Questions                       |   | • | • | • |
| Listen and Respond                  | • | • | • | • |
| Participate in Group Discussion     | • | • | • | • |
| Read Orally                         | • | • | • | • |
| Share Information                   |   | • | • | • |
| Speak Clearly at Appropriate Volume | • | • | • | • |
| Using Complete Sentences            | • | • | • | • |

# Reading

|                                                 | K | 1 | 2 | 3 |
|-------------------------------------------------|---|---|---|---|
| <b>Accessing Complex Text Skills</b>            |   |   |   |   |
| Cause and Effect                                | • | • | • | • |
| Classify and Categorize                         | • | • | • | • |
| Compare and Contrast                            | • | • | • | • |
| Fact and Opinion                                |   | • | • | • |
| Main Idea and Details                           | • | • | • | • |
| Making Inferences                               |   | • | • | • |
| Sequence                                        | • | • | • | • |
| <b>Comprehension Strategies</b>                 |   |   |   |   |
| Asking Questions/Answering Questions            | • | • | • | • |
| Clarifying                                      | • | • | • | • |
| Making Connections                              | • | • | • | • |
| Predicting/Confirming Predictions               | • | • | • | • |
| Summarizing                                     | • | • | • | • |
| Visualizing                                     | • | • | • | • |
| <b>Writer's Craft</b>                           |   |   |   |   |
| Author's Purpose                                |   | • | • | • |
| Captions and Headings                           | • | • | • | • |
| Figurative Language                             |   |   | • | • |
| Genre Knowledge                                 | • | • | • | • |
| Idiom                                           |   |   |   | • |
| Language Use: Alliteration                      | • | • | • | • |
| Language Use: Content Words                     |   | • | • | • |
| Language Use: Descriptive Words                 | • | • | • | • |
| Language Use: Dialogue                          | • | • | • | • |
| Language Use: Onomatopoeia                      | • | • | • | • |
| Language Use: Repetition                        | • | • | • | • |
| Language Use: Rhyme                             | • | • | • | • |
| Language Use: Rhythm                            |   | • | • | • |
| Language Use: Sensory Details                   | • | • | • | • |
| Mood and Tone                                   |   |   | • | • |
| Personification                                 | • | • | • | • |
| Point of View: Informational or Persuasive Text |   | • | • | • |
| Point of View: Narrative                        |   | • | • | • |
| Punctuation                                     | • | • | • |   |
| Sentence Variety                                |   | • | • |   |
| Similes and Metaphors                           |   |   | • | • |
| Stage Directions                                |   | • |   | • |
| Story Elements: Character                       | • | • | • | • |
| Story Elements: Plot                            | • | • | • | • |
| Story Elements: Setting                         | • | • | • | • |
| Story Elements: Style                           |   |   | • | • |
| Text Features                                   | • | • | • | • |
| Text Structure                                  |   | • | • | • |

# Reading

K

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2

3

## Writer's Craft (continued)

|                   |  |   |   |   |
|-------------------|--|---|---|---|
| Theme             |  | • | • | • |
| Transitions       |  | • | • |   |
| Using Comparisons |  | • | • |   |
| Word Choice       |  | • | • | • |

## Vocabulary

|                                                 |   |   |   |   |
|-------------------------------------------------|---|---|---|---|
| Apposition                                      |   | • | • | • |
| Concept Words                                   | • | • | • | • |
| Context Clues                                   |   | • | • | • |
| Expanding Vocabulary                            |   | • | • | • |
| High-Frequency Words                            | • | • |   |   |
| Idioms                                          |   |   |   | • |
| Multiple-Meaning Words                          | • | • | • | • |
| Selection Vocabulary                            | • | • | • | • |
| Time and Order Words (Creating Sequence)        | • | • | • | • |
| Utility Words (Colors, Classroom Objects, etc.) | • | • |   |   |

## Fluency

|                     |  |   |   |   |
|---------------------|--|---|---|---|
| Accuracy            |  | • | • | • |
| Automaticity        |  | • | • | • |
| Expression          |  | • | • | • |
| Prosody             |  | • | • | • |
| Purpose             |  | • | • | • |
| Rate                |  | • | • | • |
| Self-Correct        |  | • | • | • |
| Successive Readings |  | • | • | • |
| Understanding       |  | • | • | • |
| Word Recognition    |  | • | • | • |

## Research/Inquiry

|                                              |   |   |   |   |
|----------------------------------------------|---|---|---|---|
| Comparing Information across Sources         | • | • | • | • |
| Charts, Graphs, and Diagrams/Visual Aids     | • | • | • | • |
| Collaborative Inquiry                        | • | • | • | • |
| Communicating Research Progress Results      | • | • | • | • |
| Compile Notes                                |   | • | • | • |
| Conducting an Interview                      | • | • | • | • |
| Finding Needed Information                   | • | • | • | • |
| Follow Directions                            | • | • | • | • |
| Formulating Conjectures                      | • | • | • | • |
| Formulate Questions for Inquiry and Research | • | • | • | • |
| Give Reports                                 | • | • | • | • |
| Make Outlines                                |   |   | • | • |
| Maps                                         |   |   |   | • |
| Note Taking                                  |   | • | • | • |
| Parts of a Book                              | • | • | • | • |

# Reading

|                                                                               | K | 1 | 2 | 3 |
|-------------------------------------------------------------------------------|---|---|---|---|
| <b>Research/Inquiry (continued)</b>                                           |   |   |   |   |
| Planning Inquiry                                                              | • | • | • | • |
| Recognizing Information Needs                                                 | • | • | • | • |
| Revising Questions and Conjectures                                            | • | • | • | • |
| Summarize and Organize Information                                            | • | • | • | • |
| Time Lines                                                                    |   |   |   | • |
| Use Appropriate Resources (Media Sources, Reference Books, Experts, Internet) | • | • | • | • |
| Using a Dictionary/Glossary                                                   | • | • | • | • |
| Using a Media Center/Library                                                  | • | • | • | • |
| Using a Thesaurus                                                             |   | • | • | • |
| Using an Encyclopedia                                                         | • | • | • | • |
| Using Newspapers and Magazines                                                | • | • | • | • |
| Using Technology                                                              | • | • | • | • |
| <b>Print and Book Awareness</b>                                               |   |   |   |   |
| Capitalization                                                                | • | • |   |   |
| Differentiate Between Letters and Words                                       | • | • |   |   |
| Differentiate Between Words and Sentences                                     | • | • |   |   |
| End Punctuation                                                               | • | • |   |   |
| Follow Words Left-to-Right                                                    | • | • |   |   |
| Follow Words Page by Page                                                     | • | • |   |   |
| Follow Words Top-to-Bottom                                                    | • | • |   |   |
| Follow Letter Formation                                                       | • |   |   |   |
| Page Numbering                                                                | • | • |   |   |
| Parts of a Book                                                               | • | • |   |   |
| Picture/Text Relationship                                                     | • | • |   |   |
| Punctuation                                                                   | • | • |   |   |
| Quotation Marks                                                               | • | • |   |   |
| Recognize First Word in Sentence                                              | • | • |   |   |
| Relationship Between Spoken and Printed Language                              | • | • |   |   |
| Sentence Length                                                               | • |   |   |   |
| Sentence Recognition                                                          | • | • |   |   |
| Spacing Between Sentences                                                     | • | • |   |   |
| Spacing Between Words                                                         | • | • |   |   |
| Word Length                                                                   | • | • |   |   |

# Language Arts Writing/Composition

|                                                               | K | 1 | 2 | 3 |
|---------------------------------------------------------------|---|---|---|---|
| <b>Approaches</b>                                             |   |   |   |   |
| Collaborative Writing                                         | • | • | • | • |
| Individual Writing                                            | • | • | • | • |
| <b>Writing Process</b>                                        |   |   |   |   |
| Brainstorming/Prewriting                                      | • | • | • | • |
| Drafting                                                      | • | • | • | • |
| Revising                                                      | • | • | • | • |
| Editing                                                       | • | • | • | • |
| Proofreading                                                  | • | • | • | • |
| Publishing                                                    | • | • | • | • |
| <b>Writing Genres</b>                                         |   |   |   |   |
| Action Tale                                                   |   |   | • |   |
| Autobiography/Biography                                       | • | • | • | • |
| Business Letter                                               |   |   | • | • |
| Descriptive Writing                                           | • | • | • | • |
| Expository/Informational Text                                 | • | • | • | • |
| Fantasy                                                       | • | • | • | • |
| Folklore (Folktales, Fairy Tales, Tall Tales, Legends, Myths) |   |   |   | • |
| Friendly Letter                                               |   |   | • |   |
| Instructions                                                  |   | • |   |   |
| Making a List                                                 |   | • | • |   |
| Narrative                                                     | • | • | • | • |
| News Story                                                    | • | • |   |   |
| Opinion Statement                                             | • | • | • | • |
| Personal Writing                                              |   |   | • |   |
| Persuasive Writing                                            | • | • | • | • |
| Poetry                                                        | • |   | • | • |
| Realistic Fiction                                             | • | • | • | • |
| Report                                                        | • | • | • | • |
| Responding to Literature                                      | • | • | • | • |
| Summary                                                       | • | • | • | • |
| <b>Writing Strategies</b>                                     |   |   |   |   |
| Action and Describing Words                                   | • | • | • | • |
| Adding Details                                                | • | • | • | • |
| Audience and Purpose                                          | • | • | • | • |
| Brainstorming                                                 | • | • | • | • |
| Cause and Effect                                              |   |   | • | • |
| Choosing a Topic                                              | • | • | • | • |
| Compare and Contrast                                          |   |   | • | • |
| Creating Vivid Images                                         |   | • | • | • |
| Dialogue                                                      | • | • | • | • |
| Effective Beginnings/Endings                                  |   | • | • | • |
| Elements of a Letter                                          |   |   | • | • |
| Elements of Persuasion                                        | • | • | • | • |

# Language Arts Writing/Composition

K

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## Writing Strategies (continued)

|                                                   |   |   |   |   |
|---------------------------------------------------|---|---|---|---|
| Eliminating Irrelevant Information                | • | • | • | • |
| Evaluate Personal Growth as a Writer              |   |   | • |   |
| Formality of Language                             |   |   | • | • |
| Generate Additional Ideas                         | • | • | • | • |
| Highlight a Memorable Event                       |   |   | • |   |
| Identifying Best Feature of Something Written     |   |   | • |   |
| Illustrations and Drawings                        | • | • | • | • |
| Information from Multiple Sources                 | • | • | • | • |
| Main Idea and Details                             | • | • | • | • |
| Organizing a Multi-Paragraph Composition          |   |   | • | • |
| Planning                                          | • | • | • | • |
| Plot Structure—Beginning, Middle, Climax, and End | • | • | • | • |
| Point of View                                     |   |   | • | • |
| Presenting Facts and Examples Objectively         |   |   | • | • |
| Proofreading                                      | • | • | • | • |
| Purpose                                           | • | • | • | • |
| Realism                                           |   |   |   | • |
| Referencing a Source                              |   |   |   | • |
| Revising                                          | • | • | • | • |
| Rhythm and Rhyme                                  | • |   | • | • |
| Sensory Details                                   | • | • | • | • |
| Sentence Combining                                |   | • | • | • |
| Sequence                                          | • | • | • | • |
| Setting                                           | • | • | • | • |
| Story Elements                                    | • | • | • | • |
| Summary                                           |   | • | • | • |
| Taking Notes                                      |   | • | • | • |
| Transition Words/Devices                          |   | • | • | • |
| Using a Checklist                                 | • | • | • | • |
| Using a Graphic Organizer                         | • | • | • | • |
| Using a Model as a Guide to Writing               | • | • | • | • |
| Using Outlines to Organize Information            |   |   |   | • |
| Using Multimedia Sources                          | • | • | • | • |
| Vary Sentence Beginnings                          | • | • | • | • |
| Vary Sentence Length                              |   | • | • | • |
| Vary Sentence Types                               | • | • | • | • |
| Voice                                             |   |   |   | • |
| Voicing an Opinion                                | • | • | • | • |
| Word Choice                                       | • | • | • | • |
| Writing Coherent Paragraphs                       |   | • | • | • |

## Language Arts Writing/Composition

|                       | K | 1 | 2 | 3 |
|-----------------------|---|---|---|---|
| <b>Writing Traits</b> |   |   |   |   |
| Audience              | • | • | • | • |
| Conventions           | • | • | • | • |
| Elaboration           |   |   | • | • |
| Focus                 | • | • | • | • |
| Ideas/Content         | • | • | • | • |
| Organization          | • | • | • | • |
| Presentation          | • | • | • | • |
| Purpose               |   | • | • | • |
| Sentence Fluency      | • | • | • | • |
| Sentence Variety      | • | • | • | • |
| Vocabulary            | • | • | • | • |
| Voice                 |   |   |   | • |
| Word Choice           |   | • | • | • |

## Language Arts Grammar, Usage, and Mechanics

|                                     | K | 1 | 2 | 3 |
|-------------------------------------|---|---|---|---|
| <b>Parts of Speech</b>              |   |   |   |   |
| Adjectives (Describing Words)       | • | • | • | • |
| Adverbs                             |   | • | • | • |
| Articles                            | • | • | • |   |
| Conjunctions                        |   | • | • | • |
| Nouns                               | • | • | • | • |
| Prepositions                        | • | • | • | • |
| Pronouns                            | • | • | • | • |
| Verbs                               | • | • | • | • |
| <b>Sentences</b>                    |   |   |   |   |
| Complete and Incomplete Sentences   | • | • | • | • |
| Complex Sentences                   |   |   |   | • |
| Compound Sentences                  |   | • | • | • |
| Declarative Sentences               | • | • | • | • |
| Exclamatory Sentences               | • | • | • | • |
| Fragments                           |   |   | • |   |
| Imperative Sentences                |   | • | • | • |
| Independent and Dependent Clauses   |   |   |   | • |
| Interrogative Sentences (Questions) | • | • | • | • |
| Parts (Subjects and Predicates)     |   | • | • | • |
| Pronoun/Antecedent Agreement        |   |   |   | • |
| Run-on Sentences                    |   |   | • |   |
| Sentence Combining                  |   | • | • | • |
| Simple Sentences                    | • | • | • | • |
| Subject/Verb Agreement              |   | • | • |   |

## Language Arts Grammar, Usage, and Mechanics

|                                                     | K | 1 | 2 | 3 |
|-----------------------------------------------------|---|---|---|---|
| <b>Capitalization</b>                               |   |   |   |   |
| Pronoun "I"                                         | • | • |   |   |
| Proper Nouns                                        | • | • | • | • |
| Sentence Beginning                                  | • | • | • | • |
| Title                                               |   | • | • | • |
| <b>Punctuation</b>                                  |   |   |   |   |
| Apostrophe                                          |   | • | • | • |
| Colon                                               |   |   | • |   |
| Commas in Compound Sentences                        |   | • | • | • |
| Commas in Dialogue                                  |   |   | • | • |
| Commas in Greetings or Closings                     |   |   | • | • |
| Commas in a Series                                  |   | • | • | • |
| End Punctuation                                     | • | • | • | • |
| Exclamation Mark                                    | • | • | • | • |
| Parentheses                                         |   |   |   | • |
| Period                                              | • | • | • | • |
| Question Mark                                       | • | • | • | • |
| Quotation Marks                                     |   | • | • | • |
| <b>Usage</b>                                        |   |   |   |   |
| Antonyms                                            |   | • |   | • |
| Contractions                                        |   | • | • | • |
| Determiners                                         |   | • |   |   |
| Regular and Irregular Plurals                       |   | • | • | • |
| Synonyms                                            |   | • | • | • |
| Verb Tenses                                         | • | • | • | • |
| Verbs (Action, Helping, Linking, Regular/Irregular) | • | • | • | • |

## Language Arts Penmanship

|                   | K | 1 | 2 | 3 |
|-------------------|---|---|---|---|
| <b>Penmanship</b> |   |   |   |   |
| Cursive Letters   |   |   |   | • |
| Print Letters     |   | • | • |   |

# Language Arts **Spelling**

**K**
**1**
**2**
**3**

| Spelling                        |  |   |   |   |
|---------------------------------|--|---|---|---|
| Antonyms                        |  |   |   | • |
| Base or Root Words              |  | • | • | • |
| Comparatives/Superlatives       |  |   | • | • |
| Compound Words                  |  |   | • | • |
| Consonant Digraphs              |  | • |   |   |
| Contractions                    |  |   |   | • |
| Diphthongs                      |  | • | • | • |
| Greek and Latin Roots           |  |   |   | • |
| Homographs                      |  |   |   | • |
| Homophones                      |  |   | • | • |
| Inflectional Endings            |  | • | • | • |
| Irregular Plurals               |  |   | • | • |
| Long-Vowel Spellings            |  | • | • | • |
| Multiple-Meaning Words          |  |   |   | • |
| Multisyllabic Words             |  | • | • | • |
| Prefixes                        |  | • | • | • |
| r-Controlled Vowel Spellings    |  | • |   |   |
| Shades of Meaning               |  |   |   | • |
| Short-Vowel Spellings           |  | • |   |   |
| Silent Letters                  |  | • | • | • |
| Sound/Letter Relationships      |  | • | • | • |
| Special Spelling Patterns/Rules |  | • | • | • |
| Special-Vowel Spellings         |  | • | • | • |
| Suffixes                        |  |   | • | • |
| Synonyms                        |  |   |   | • |
| Words with the Same Base        |  |   | • | • |