

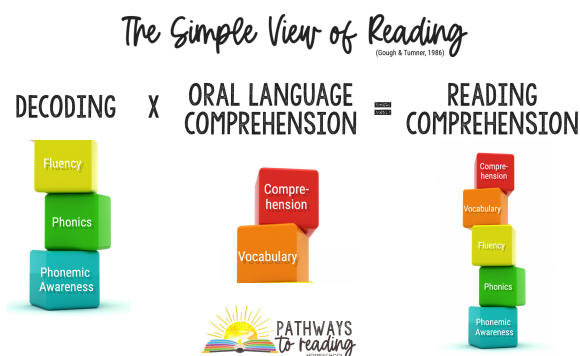
SCOPE AND SEQUENCE

Pathways to Reading Homeschool: Basic Foundational Reading

This Scope and Sequence lists the instructional components of Pathways to Reading Homeschool Basic Foundational Reading program. Each of these components is embedded into 32 weeks of instruction with 5 lessons per week. Each lesson will take between 30-40 minutes with another 25-30 minutes of recommended read-aloud time.

Pathways to Reading Homeschool is a foundational reading program that aligns with the principles of Orton-Gillingham methodology. We follow a systematic, explicit, structured, sequential, and comprehensive method for teaching children how to read that enables all learners to be successful. Our curriculum is based on evidence-based practices that have been used in classroom and clinical settings for over 20 years.

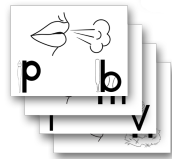
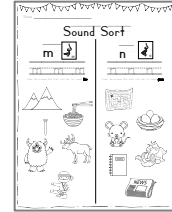
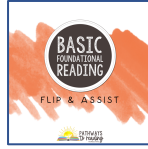


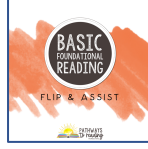

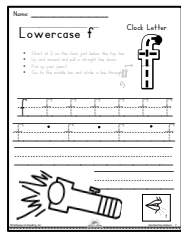
Pathways to Reading Homeschool includes instruction in all five “pillars” of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. We also incorporate handwriting instruction as part of our multisensory approach.


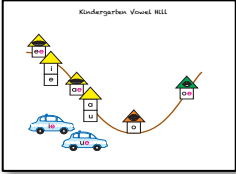
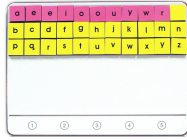


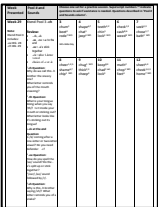




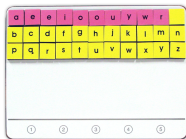


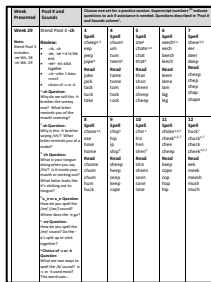


PTR^{HS} offers a unique Student Assist process which provides guidance for the home educator to question your child’s errors leading them to self-correction which has been shown to have a positive effect on learning. We also have training videos for the Home Educator as well as optional videos you can watch alongside your child if you choose.



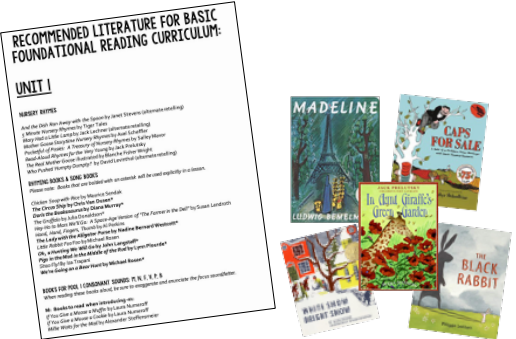
Emphasis of mouth movements (articulatory gestures) is used to aid children to quickly learn to identify short and long vowel sounds (a,e, i, o, u, a_e, ee, i_e, o_e, u_e). This multisensory information assists children to discriminate one vowel sound from another, pronounce vowel sounds correctly and learn the vowel spellings. PTR’s Vowel Hill and Xtend Vowel Town are well-utilized parts of the Pathways to Reading program.

Basic Foundational Reading Scope and Sequence

Skill	Strategy	Manipulatives and Materials
Consonant Letter/Sound Associations <ul style="list-style-type: none"> Match letter to sound Match sound to letter Verbalize mouth parts used to make the sound Match mouth picture to sound Transfer sounds to match letters with beginning sounds in words 	Mouth articulation <p>Order of presentation:</p> <p>m, n, f, v, p, b</p> <p>t, d, c, k, g</p> <p>s, z, j</p> <p>l, r</p> <p>w, h, y, qu, x</p> <p>th, sh, ch, wh</p>	<p>Mouth pictures with embedded mnemonic</p>  <p>Sound Matching Practice</p> 
Early Phonemic Awareness Development <ul style="list-style-type: none"> Stretch sounds in a spoken word. Blend sounds into a spoken word. Identify and generate rhymes. Segment beginning and ending sounds. 	Phonemic Awareness Exercises/Games <ul style="list-style-type: none"> Bubblegum game Martian game Rhyming activities Segmenting activities 	 <p>Flip and Assist provides quick access to strategies and provides directions on how to respond to student errors.</p>  <p>See-thru arrow is used to draw attention to mouth articulation of sounds and words.</p>
Letter Naming <ul style="list-style-type: none"> Technique for independent letter naming. Sing ABC's to tune of 'Mary Had a Little Lamb' using ABC chart. Develop one to one correspondence. Student sings to letter s/he wishes to identify. 	 <p>Lines of ABC chart coordinate with verses of 'Mary Had a Little Lamb' song. Students 'Point and Sing' until matching and naming a letter.</p>	 <p>Flip and Assist provides the strategy and student assists and responses to student errors.</p>  <p>See-thru arrow draws attention to mouth articulation to aid in memory of letter names many of which have the same mouth action as the sound they represent. e.g. b, d, f, h, j, k, l, m, n, p, q, s, t, v, y, z</p>
Handwriting <ul style="list-style-type: none"> Student learns to correctly form letters associated with sounds. Student verbalizes strokes required to form letters. 	Handwriting <ul style="list-style-type: none"> Student learns to verbalize basic writing strokes as they physically skywrite. Student learns to apply strokes to dry erase board. Student applies strokes with paper and pencil. Student applies strokes to writing words. 	 <p>Pencil Paper practice packet. Includes picture of mouth formation.</p>

Skill	Strategy	Manipulative and Materials
<p>Vowel Letter/Sound Associations and Discrimination</p> <p>Successfully complete three levels of vowel practice by demonstrating recognition of all short and long vowel sound/letter associations in the context of words.</p>	<p>Vowel Hill and Xtend Vowel Town</p> <ul style="list-style-type: none"> Vowel Hill and Xtend Vowel Town built with student by using manipulatives to represent the mouth action of short and long vowel sounds. Vowel sounds made concrete through sensory ability to see and feel the sound. Allows the development of discrimination between one vowel sound and another. 	<p>Build Vowel Hill/Town then transition to these representative charts.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Vowel Hill Xtend Vowel Town</p>
<p>Phonemic Awareness Segmenting Skill & Phonics Knowledge</p> <ul style="list-style-type: none"> Student fully and independently segments cvc to ccvc/cvcc words. Student applies letter sound associations to the segmented sounds (spelling) Student applies phonics spelling generalizations: <ul style="list-style-type: none"> ¹ -ck for /k/ after short vowels. ² Spell /k/ at beginning with -c ³ -e to the end of a word with long vowels a_e, i_e, o_e and u_e. ⁴ -ee vowel the -e tend to not go to the end of a word. 	<p>Segment and Write</p> <p>Segmenting Skill Student must correctly segment the sounds in a word <u>before</u> choosing letter/s to represent it. Home Educators are taught to respond to segmenting errors with questioning that leads student to self-correct. Questions may use awareness of mouth action to make sounds concrete.</p> <p>Phonics Skills Student must correctly choose letters to represent segmented sounds. First using magnetic letters, then by writing.</p> <p>Writing After student segments and pull letters, he/she will segment and write the letters using a dry erase marker.</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">     </div> <div style="width: 50%;"> <p>Magnetic dry erase boards.</p> <p>Booklet provides strategy steps and responses to student segmenting (PA) and phonics errors.</p> <p>See-thru arrow used to draw attention to articulation when needed.</p> <p>Segment and Write segmenting and phonics systematic explicit curriculum. Key skills used to determine pacing. Periodic assessments.</p> </div> </div>
<p>Advanced Oral PA Development</p> <ul style="list-style-type: none"> Student learns to manipulate sounds at the Basic Syllable and Onset Rime levels (PAST Levels D_{1,2}, E₃, F and G. PTR lessons 1-10. (Aligned to David Kilpatrick's Phonological Awareness Screening Test.) 	<p>PTR Advanced Oral PA Development program</p> <ul style="list-style-type: none"> PTR^{HS} Advanced Oral PA program provides lessons in orally blending, omitting and substituting sounds and syllables. PTR^{HS} provides explicit ways to assist student development and responses to errors. Awareness of mouth articulation is used when needed. 	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Advanced Oral PA booklet (within the Flip & Assist). Aligned to David Kilpatrick's Phonological Awareness Screening Test, 2010.</p> </div> </div>

Skill	Strategy	Manipulative and Materials																				
Manipulation of sounds while applying spelling principals. <ul style="list-style-type: none">Student compares, contrasts and isolates sounds in a chain of words that vary by one sound only.Student verbalizes which sound was either added, omitted or substituted.Student demonstrates the ability to change spellings (including use of any phonics generalizations taught) to match sound changes.Student also blends to read as the home educator adds, omits and substitutes sounds and spellings in a chain of words.	Old Word – New Word <ul style="list-style-type: none">PTR^{HS} provides a curriculum of word chains that mirror the skills learned through the Segment and Write process.PTR^{HS} provides step by step directions that include how to respond to student PA or phonics errors in such a way that the student will self-correct.	<div></div> <p>Magnetic boards with magnetic letters.</p> <div></div> <p>Booklet provides strategy steps and responses to student sound manipulation (PA) and phonics errors.</p> <div></div> <p>See-thru arrow used to draw attention to articulation when needed.</p> <div></div> <p>Systematic, explicit curriculum requiring students to manipulate sounds and transfer spelling skills to reading and spelling word chains.</p>																				
Independently decode cvc words. <ul style="list-style-type: none">Student transfers letter/sound skills.Student recognizes the spellings and sounds in a word and demonstrate the ability to independently blend and pronounce the word.Student blends onset/rime rather than sound by sound.Student demonstrates the ability to consciously map sounds in words. (Orthographic mapping.)Student demonstrates recognition of 25 high frequency words. (Additional high frequency words are learned as appropriate.)	Read Word Cards & High-Frequency Word Mats <ul style="list-style-type: none">PTR^{HS} provides a word list for independent decoding that mirrors the order of sounds taught in Segment and Write.Student is taught a word reading strategy that involves identifying the vowel, the rime, then blending the onset.Home Educators are provided directions on how to respond to student decoding errors based on whether the error is rooted in phonemic awareness or phonics.Home Educators learn how to ask their student to map sounds in words (orthographic mapping).PTR^{HS} utilizes multisensory activities to learn high-frequency words.	<div><table><tr><td>in</td><td>if</td><td>nip</td><td>fin</td></tr><tr><td>fib</td><td>pin</td><td>bin</td><td>bib</td></tr><tr><td>at</td><td>mat</td><td>fat</td><td>vat</td></tr><tr><td>pat</td><td>bat</td><td>tam</td><td>tan</td></tr><tr><td>tap</td><td>tab</td><td>Tim</td><td>tin</td></tr></table></div> <p>Read Word cards coordinated with the Segment and Write curriculum are provided to encourage independent decoding skills.</p> <div></div> <p>High frequency word mats are provided to aid in multisensory learning.</p> <div></div> <p>Flip and Assist provides steps to the Word Reading strategy and responses to errors that lead students to self-correct.</p>	in	if	nip	fin	fib	pin	bin	bib	at	mat	fat	vat	pat	bat	tam	tan	tap	tab	Tim	tin
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Skill	Strategy	Manipulative and Materials
<p>Independent Decoding & Fluency</p> <ul style="list-style-type: none"> Student transfers skills to independent, oral reading in context. Student understands and applies phrasing when reading orally. Student demonstrates understanding of text that allows reading with expression. Student demonstrates understanding the meaning of context by describing imagery related to vocabulary and meaning. 	<p>Read in Context</p> <ul style="list-style-type: none"> Student reads from decodable text that mirrors the phonics knowledge they have learned and are applying in Segment and Write, Old Word - New Word, and Read Words practices. Student practices and applies independent decoding skills. Home Educator questions decoding errors with a gradual release of responsibility model which culminates in observing child's self-corrections. <p>Home Educator models imagery, questions vocabulary and meaning.</p>	<p>Decodable books are aligned to PTR^{HS} phonics continuum.</p>  <p>Sentence Strips provide independent decoding practice phrasing practice and fluency building.</p> 
<p>Comprehension & Vocabulary</p> <ul style="list-style-type: none"> Home Educator reads aloud to child daily from our robust recommended reading list (<i>books are not included in program but we encourage parents to check out books from the library</i>). Student understands and applies comprehension skills. Student learns more sophisticated vocabulary in context of the literature read aloud by the parent educator. This allows a child's vocabulary to increase through oral language comprehension. 	<p>Read-Aloud Units of Study Using Literature</p> <ul style="list-style-type: none"> Unit 1: Concepts of Print using Nursery Rhymes and Rhyming Books Unit 2: Retelling using Fables Unit 3: Predicting using Fairy Tales Unit 4: Concepts of Print using Classic Picture Books Unit 5: Making Text-to-Self Connections Unit 6: Making Text-to-Text Connections Unit 7: Imagery 	<p>Our robust reading comprehension and vocabulary instruction includes over 60 scripted lessons using high-quality children's literature.</p> <p><i>Please note: We provide the recommended reading list but books themselves are not included in the program.</i></p> 
<p>Comprehensive Review</p> <ul style="list-style-type: none"> Student will review material previously learned utilizing visual, auditory, tactile, and kinesthetic modalities. 	<p>Multisensory Integration</p> <ul style="list-style-type: none"> Segment & Write and Old Word – New Word Alphabet Mnemonic Activities Build-a-letter pages Mazes, Games, and other Printable Activities 	