

Read It Once Again Scope and Sequence

Read It Once Again recognizes that appropriate steps to learning require a scope and sequence that can be tailored to meet the individual needs of each child, or a particular classroom. One size does not fit all and our flexible scope and sequence allows teachers to consistently teach foundational skills.

Here are the steps to help classroom teachers create a scope and sequence that most appropriately fits the needs of their children.

1. Review our Skills and Concepts **Level 1 and Level 2 Matrices** found on the Introduction tab of each unit.
2. On the **matrix for Level 1**, look at the book titles and then the first two columns referring to the number of nouns and verbs found in each storybook. Notice that our books are listed in order according to the number of nouns and verbs found in the storybook. For example, “Brown Bear” is the easiest with 14 nouns and 2 verbs, and “The Tale of Peter Rabbit” has the most vocabulary with 72 nouns and 70 verbs.
3. Choose storybooks based on the language ability of the students in your classroom. Focus on the needs of the children with the lowest vocabulary levels. If you have higher functioning children in your classroom, you can always supplement higher level fiction and nonfiction reading materials to match their language levels. (See the “Additional Reading List” found as the last activity in the speech and language section in every **Level 1** unit.) Allow your Read It Once Again story to be the repeated book and theme. We suggest repeating a story for one month. This is a total of nine units per typical school year.
4. Refer back to the **Level 1 Matrix**. After reviewing the number of nouns and verbs, notice that the next 10 columns indicate the skills covered in each unit. These skills are found in every story and correlate with our list of **20 Foundational Speech and Language Skills for Early Learning Success in Level 1**. The next 10 columns of skills listed on the Matrix are those which are unique to the subject of the story. *Read It Once Again* recommends that children have a solid knowledge of skills 1-15 of the 20 Speech and Language Foundational Skills before implementing our Level 2 units.
5. The **Matrix for the Level 2** units lists the storybooks along with skills covered in each unit. These skills correlate with the list of **20 Foundational Speech and Language Skills Necessary for Kindergarten Readiness**. When children have mastered skills from the **Level 1** and **Level 2** units, they will have acquired the necessary foundational skills to be successful in kindergarten.
6. Every unit includes an **Implementation Checklist** for **Level 1** and **Level 2** to help teachers navigate throughout their day indicating the basic teaching strategies and foundational skills offered with the Read It Once Again Curriculum.
7. **Level 1** units also provide sample four week tiered lesson plans as a guide for teachers. Lesson plans for all **Level 1** units are found in the last tab titled Graphics/Lesson Plans/Grids. They are also found on the CD that accompanies every unit and can be manipulated in the WORD format to meet the individual needs of each classroom.



Level 1 Matrix

SKILLS AND CONCEPTS INCLUDED IN EACH READ IT ONCE AGAIN UNIT



UNIT #	TITLE	Nouns	Verbs	Sequencing	Positional Concepts	Colors	Numbers	Shapes	Concepts of Size	Pattern Matching	Visual Discrimination	Fine & Gross Motor Activities	Socialization & Life Skills	Rhyming Text	Repetitive Text	Emotions	Signing	Animal Identification	Body Parts	Seasonal Themes	Calendar Skills	Self Esteem	Food
329	Brown Bear	14	2	x	x	x	x	x	x	x	x	x	x	x	x		x	x					
319	I Love You	26	2	x	x	x	x	x	x	x	x	x	x	x				x					
311	Goodnight Moon	24	3	x	x	x	x	x	x	x	x	x	x	x									
302	From Head to Toe	28	10	x	x	x	x	x	x	x	x	x	x		x		x	x				x	
316	Jamberry	33	10	x	x	x	x	x	x	x	x	x	x	x				x					x
305	The Very Hungry Caterpillar	27	10	x	x	x	x	x	x	x	x	x	x		x			x			x		x
312	Jump, Frog, Jump!	11	11	x	x	x	x	x	x	x	x	x	x		x			x					
320	Silly Sally	8	11	x	x	x	x	x	x	x	x	x	x	x				x					
304	Oink Moo How Do You Do?	20	12	x	x	x	x	x	x	x	x	x	x	x				x					x
324	The Napping House	10	13	x	x	x	x	x	x	x	x	x	x		x								
313	The Big Red Barn	38	15	x	x	x	x	x	x	x	x	x	x					x					
323	If You Give a Mouse a Cookie	30	19	x	x	x	x	x	x	x	x	x	x									x	x
326	Over In The Meadow	31	19	x	x	x	x	x	x	x	x	x	x	x				x			x		
317	Is Your Mama A Llama?	36	20	x	x	x	x	x	x	x	x	x	x	x				x					
307	The Three Billy Goats Gruff	14	20	x	x	x	x	x	x	x	x	x	x		x								
327	One Duck Stuck	19	22	x	x	x	x	x	x	x	x	x	x	x				x			x		
306	The Gingerbread Man	19	23	x	x	x	x	x	x	x	x	x	x		x						x		
321	The Very Busy Spider	20	25	x	x	x	x	x	x	x	x	x	x		x			x					
325	The Letters Are Lost	32	27	x	x	x	x	x	x	x	x	x	x				x						
303	The Little Red Hen	37	28	x	x	x	x	x	x	x	x	x	x		x		x	x					x
310	The Little Old Lady.....	24	32	x	x	x	x	x	x	x	x	x	x		x	x					x		
309	Corduroy	43	36	x	x	x	x	x	x	x	x	x	x										
300	The Three Bears	29	36	x	x	x	x	x	x	x	x	x	x			x							
322	Clap Your Hands	40	38	x	x	x	x	x	x	x	x	x	x	x				x	x				
314	The Mitten	36	38	x	x	x	x	x	x	x	x	x	x					x			x		
328	The Kissing Hand	28	43	x	x	x	x	x	x	x	x	x	x			x		x			x		
318	The Little Engine That Could	57	43	x	x	x	x	x	x	x	x	x	x									x	x
301	The Three Pigs	25	66	x	x	x	x	x	x	x	x	x	x		x								
330	A House For Hermit Crab	52	70	x	x	x	x	x	x	x	x	x	x			x		x			x	x	
308	The Tale Of Peter Rabbit	72	70	x	x	x	x	x	x	x	x	x	x								x		x

Highlighted units contain rhyme, rhythm, and repetition. These units are recommended for children with autism.

20 Foundational Speech and Language Skills Necessary for Early Learning Success

Based on Read It Once Again **Level 1** Curriculum Units

1. Label objects
2. Repeat familiar words and phrases
3. Sequence stories and experiences
4. Demonstrate visual discrimination
5. Match, sort, and name shapes
6. Match, sort, and name colors
7. Identify numbers
8. Demonstrate number concepts
9. Repeat, extend and predict patterns
10. Demonstrate visual memory skills
11. Recognize and create rhyming words
12. Demonstrate knowledge of big and little
13. Demonstrate knowledge of same and different
14. Classify objects
15. Understand positional words
16. Answer “Wh” questions
17. Predict what comes next
18. Follow three step directions
19. Demonstrate understanding of abstract concepts
20. Retell a story or experience



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20 Foundational Speech and Language Skills Necessary for Kindergarten Readiness

Based on Read It Once Again **Level 2** Curriculum Units

1. Matching upper case letters of the alphabet
2. Matching lower case letters of the alphabet
3. Identification of upper case letters of the alphabet
4. Identification of lower case letters of the alphabet
5. Identification of familiar sight words
6. Knowledge of concepts of print and book awareness
7. Identification of color words
8. Identification of shapes and shape words
9. Count or clap syllables in familiar words
10. Identification and match rhyming words from pictures
11. Trace letters of the alphabet
12. Print letters of the alphabet
13. Use symbols and drawings to express ideas
14. Rote Count to 100
15. Count to 30 with one-to-one correspondence
16. Demonstrate knowledge of more or less
17. Demonstrate knowledge of simple addition (1-10)
18. Demonstrate knowledge of simple subtraction (1-10)
19. Trace numbers one to ten
20. Print numbers one to ten



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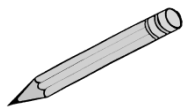
Level 1 Implementation Checklist for a Classroom Setting

Read It Once Again's teaching strategies instruct teachers to repeat stories and rhymes based on the individual needs of their students and bring vocabulary and story content into every activity.

If you intend to use this curriculum in the classroom setting, our research study determined that there are certain activities found within each curriculum unit that should be repeated as indicated in order for the curriculum to have maximum success.

This checklist is designed to help educators identify which activities should be repeated so that story content and related vocabulary are woven into all aspects of learning.

Activity Description	Monday	Tuesday	Wednesday	Thursday	Friday
Send parent letter to introduce unit (once at the beginning of the unit)					
Add story props to dramatic corner (change, rotate or add) As appropriate					
Read curriculum unit storybook emphasizing a variety of cognitive concepts and vocabulary as appropriate. Daily					
Recite Mother Goose rhyme using sequencing cards Daily					
Review Mother Goose rhymes from previous units Daily					
Paint object/character from story emphasizing object/character name and color used Daily					
Story extension activity Daily					
Fine Motor Activity related to story Daily					
Gross Motor Activity related to story Daily					
Cognitive Activity related to story Daily					
Music or rhymes related to the story (in addition to Mother Goose) Daily					
Snack or foods related to the story (Adaptive Skills) At least two times a week					
Packet Day activity to conclude unit Once at the end of the unit					
Parent letter with child assessment information Once at the end of the unit					
At the end of the unit, child receives an identical copy of the storybook (or teacher made storybook using the sequencing cards from each unit) that has been read each day throughout the unit*					



Level 2 Implementation Checklist for a Classroom Setting

Read It Once Again's teaching strategies instruct teachers to repeat stories and rhymes based on the individual needs of their students and bring vocabulary and story content into every activity.

If you intend to use this curriculum in the classroom setting, our research study determined that there are certain activities found within each curriculum unit that should be repeated as indicated in order for the curriculum to have maximum success.

This checklist is designed to help educators identify which activities should be repeated so that story content and related vocabulary are woven into all aspects of learning.

Activity Description	Monday	Tuesday	Wednesday	Thursday	Friday
Send parent letter to introduce unit (once at the beginning of the unit)					
Add story props to dramatic corner (change, rotate or add) As appropriate					
Read curriculum unit storybook emphasizing a variety of cognitive concepts and vocabulary as appropriate. Daily					
Review Concepts of Print during daily readings					
Phonemic Awareness activity related to story Daily					
Review familiar words and phrases from the story Daily					
Math activity related to story Daily					
Science activity related to story One to two times per week or as appropriate					
Use science journal to note predictions and record actual findings One to two times per week or as appropriate					
Social Studies activity related to story One to two times per week or as appropriate					
Creative Writing activity related to story One to two times per week or as appropriate					
Music or rhymes related to the story Daily					
Snack or foods related to the story At least two times a week					
Parent letter with child assessment information Once at the end of the unit					
At the end of the unit, child receives an identical copy of the storybook that has been read each day throughout the unit*					

