
Scope and Sequence Chart for Patterns (Level 1, Book 2 of *Reading Bridge*)

UNIT 1

Vocabulary and Concept Development

- I. Word identification
 - A. Structural analysis
 - 1. Affixes *re-*, *un-*, *de-*, *bi-*, *-ion*, *-nce*
 - 2. Roots
 - B. Contextual analysis
 - 1. Sentence level
 - 2. Paragraph level
- II. Classification
 - A. Semantic aspects (maps)
 - B. Word analogies
- III. Multiple meanings
 - A. Polysemy
 - B. Figurative usage
 - C. Homonymy

Reading Comprehension

- I. Background knowledge
 - A. Activation
 - II. Literal and inferential aspects
 - A. Main idea
 - B. Details
 - 1. Identifying
 - 2. Supporting
 - C. Sequence
 - D. Cause and effect
 - E. Drawing conclusions
 - F. Making predictions
 - III. Question–answer relationships (QARs)
 - A. Text explicit
 - B. Text implicit
 - C. Script implicit
 - IV. Metacognitive skills
 - A. Checking, monitoring, and clarifying
 - V. Figurative language
 - A. Idiomatic expressions
 - B. Simile
 - C. Metaphor
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VI. Emphasized syntax

(See the Emphasized Syntax chart for Patterns, which follows this chart)

Research and Study Skills

- I. Obtaining and using information
 - A. Bar graphs
 - B. Newspaper
 - C. Dictionary
- II. Library skills
 - A. Locating materials
- III. Studying (reading and content areas)
 - A. Metacognitive activities

UNIT 2

Vocabulary and Concept Development

- I. Word identification
 - A. Structural analysis
 - 1. Affixes *un-*, *-ion*, *-nce*, *-ous*
 - 2. Roots
 - B. Contextual analysis
 - 1. Sentence level
 - 2. Paragraph level
- II. Classification
 - A. Synonyms
 - B. Antonyms
 - C. Semantic aspects (maps)
- III. Multiple meanings
 - A. Polysemy
 - B. Figurative usage
 - C. Homonymy

Reading Comprehension

- I. Background knowledge
 - A. Activation
 - II. Literal and inferential aspects
 - A. Main idea
 - B. Details
 - 1. Identifying
 - 2. Supporting
 - C. Sequence
 - D. Cause and effect
 - E. Drawing conclusions
 - F. Making predictions
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- G. Fact or opinion
- H. Making interpretations
 - 1. Character traits and emotions
- III. Question–answer relationships (QARs)
 - A. Text explicit
 - B. Text implicit
 - C. Script implicit
- IV. Metacognitive skills
 - A. Checking, monitoring, and clarifying
- V. Figurative language
 - A. Idiomatic expressions
 - B. Metaphor
 - C. Simile
 - D. Personification
 - E. Irony
- VI. Emphasized syntax
(See the Emphasized Syntax chart for Level 1, Book 2, which follows this chart)

Research and Study Skills

- I. Obtaining and using information
 - A. Tables, charts
 - B. Line graphs
 - C. Illustrations
 - D. Dictionary
- II. Library skills
 - A. Locating materials
- III. Studying (reading and content areas)
 - A. Metacognitive activities
 - B. Story maps

Emphasized Syntax for Patterns

The syntactic structures that are emphasized in the stories of Patterns are listed in the following chart. These terms are defined in the Glossary at the end of the Teacher's Guide. The Glossary is repeated in each *Reading Bridge* Teacher's Guide, even though not all of the syntactic structures are emphasized within each reader.

| EMPHASIZED STRUCTURE | STORY | | | | | | | | | | | | | | |
|---|-----------------------|----------------------|----------------|-----------------------|--------------|------------------|----------------|----------------------|----------------------------------|---------|-----------------|-----------------|-----------------------|----------|-------------------------------|
| | Lilly and Her Sisters | A Long Way from Home | New Beginnings | Extraterrestrial Life | Amanda Mandy | The Plant Doctor | The Peanut Man | The Olympic Champion | Native American Myths & Folklore | Spiders | Kickbox, Part 1 | Kickbox, Part 2 | How Did It All Begin? | Volcano! | The Story of Mount St. Helens |
| Verbs Verb particles in passive construction Verb particles in relative clauses | | X | | | | | | X | | | | | | | |
| Adjectives Genitive construct Multiple adjectives with intensifier Multiple adjectives with participle Conjoined nouns as adjectives Nonparticipial phrases as modifiers Adjective clauses with relative adverbs | X | X | X | | | | X | X | | | X | | X | | X |
| Conjunctions and Connectives Conjunctions beginning a sentence Connectives | X | | | | | | | | | | | X | X | | |
| Pronouns Reflexive pronouns in adverbial phrases Subject contraction Relative pronouns as objects Sentence/discourse anaphora Reflexive pronouns as complements | X | | X | | | | X | X | | X | | | | X | |

| EMPHASIZED STRUCTURE | STORY | | | | | | | | | | | | | | |
|---|-----------------------|----------------------|----------------|-----------------------|--------------|------------------|----------------|----------------------|----------------------------------|---------|-----------------|-----------------|-----------------------|----------|-------------------------------|
| | Lilly and Her Sisters | A Long Way from Home | New Beginnings | Extraterrestrial Life | Amanda Mandy | The Plant Doctor | The Peanut Man | The Olympic Champion | Native American Myths & Folklore | Spiders | Kickbox, Part 1 | Kickbox, Part 2 | How Did It All Begin? | Volcano! | The Story of Mount St. Helens |
| Nouns Subject contraction <i>That</i> clauses as subjects Sentence/discourse anaphora <i>That</i> clauses as appositives | | | X | | | | | | | X | X | | | X | X |
| Complements and Objects <i>That</i> clauses Infinitive phrases Gerunds and gerund phrases <i>Wh-</i> clauses Infinitival <i>wh-</i> phrases Relative pronouns as objects | | | | X | X | | | X | X | X | | | | | |
| Relativization Relative clauses in medial position Relative clauses | | X | X | | | | | | | | | | | | X |
| Ellipsis | | | | | | | | | | | X | | | | X |
| Discourse Indirect discourse Indirect commands | | | | | X | X | | X | | | | | | | |
| Questions Indirect Tag | | | | | X | | | | X | | | | | | |