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# Scope and Sequence Chart for Kaleidoscope (Level 2, Book 2 of *Reading Bridge*)

## UNIT 1

### Vocabulary and Concept Development

- I. Word identification
  - A. Structural analysis
    - 1. Roots
    - 2. Compound words
  - B. Contextual analysis
    - 1. Sentence level
    - 2. Paragraph level
- II. Classification
  - A. Semantic aspects (maps, feature analysis)
  - B. Word analogies
- III. Multiple meanings
  - A. Polysemy
  - B. Figurative usage
  - C. Idiomatic usage
  - D. Homonymy

### Reading Comprehension

- I. Background knowledge
    - A. Activation
  - II. Literal and inferential aspects
    - A. Main idea and supporting details
    - B. Sequence
    - C. Cause and effect
    - D. Drawing conclusions
    - E. Making predictions
    - F. Making inferences
    - G. Fact or opinion
    - H. Making interpretations
  - III. Question–answer relationships (QARs)
    - A. Text explicit
    - B. Text implicit
    - C. Script implicit
  - IV. Metacognitive skills
  - V. Figurative language
    - A. Idiomatic expressions
    - B. Simile
  - VI. Emphasized syntax  
(See the Emphasized Syntax chart for Kaleidoscope, which follows this chart.)
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**Research and Study Skills**

- I. Obtaining and using information
  - A. Maps
  - B. Tables
  - C. Dictionary
  - D. Atlas
- II. Library skills
  - A. Using the computer
  - B. Locating materials
- III. Studying—reading and content areas
  - A. Alphabetizing
  - B. Analyzing data
  - C. Note taking
  - D. Outlining
  - E. Summarizing
  - F. Synthesizing

**UNIT 2**

**Vocabulary and Concept Development**

- I. Word identification
  - A. Structural analysis
    - 1. Roots
    - 2. Compound words
  - B. Contextual analysis
    - 1. Sentence level
    - 2. Paragraph level
- II. Classification
  - A. Semantic aspects (maps, feature analysis)
  - B. Word analogies
- III. Multiple meanings
  - A. Polysemy
  - B. Figurative usage
  - C. Idiomatic usage
  - D. Homonymy

**Reading Comprehension**

- I. Background knowledge
    - A. Activation
    - B. Organization
  - II. Literal and inferential aspects
    - A. Main idea and supporting details
    - B. Sequence
    - C. Cause and effect
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- D. Drawing conclusions
  - E. Making predictions
  - F. Making inferences
  - G. Fact or opinion
  - H. Making interpretations
- III. Question–answer relationships (QARs)
- A. Text explicit
  - B. Text implicit
  - C. Script implicit
- IV. Metacognitive skills
- V. Figurative language
- A. Idiomatic expressions
  - B. Simile and metaphor
- VI. Emphasized syntax
- (See the Emphasized Syntax chart for Kaleidoscope, which follows this chart.)

### **Research and Study Skills**

- I. Obtaining and using information
- A. Maps
  - B. Tables
  - C. Newspaper
  - D. Dictionary
  - E. Atlas
- II. Library skills
- A. Using the computer
  - B. Locating materials
- III. Studying—reading and content areas
- A. Alphabetizing
  - B. Analyzing data
  - C. Note taking
  - D. Outlining
  - E. Skimming
  - F. Summarizing

## Emphasized Syntax for Kaleidoscope

The syntactic structures that are emphasized in the stories of Kaleidoscope 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 SYNTACTIC STRUCTURE	STORY													
	Prince Adrian's Puzzle	Kaleidoscopes	Rescue at North Shore	Mystery of the Missing Locket	Pony Bob: Express Rider	Anne Frank: A Profile in Courage	The Story of Rusalka	David: A Runaway's Story	The Misfits	The Lowly Weed	Dr. Jekyll and Mr. Hyde, Part 1	Dr. Jekyll and Mr. Hyde, Part 2	Drugs in Our World	Oliver Goes to the Workhouse*
<b>Adjectives</b> Participial phrases Participles as premodifiers of nouns	X		X	X	X		X		X	X			X	
<b>Adverbs</b> Adverbial clauses		X									X			
<b>Conjunctions</b> Causal conjunctions Disjunctive conjunctions Sentences beginning with conjunctions	X X		X		X				X					
<b>Nouns</b> Appositives Gerunds and gerund phrases Gerunds and gerund phrases as objects Gerunds and gerund phrases as subjects		X								X				
<b>Pronouns</b> Pronouns as anaphora Reflexive pronouns							X	X			X			
<b>Verbs</b> Passive participles Past perfect verb phrases Verb particles Verb phrases in passive voice			X	X								X		X

EMPHASIZED SYNTACTIC STRUCTURE	STORY													
	Prince Adrian's Puzzle	Kaleidoscopes	Rescue at North Shore	Mystery of the Missing Locket	Pony Bob: Express Rider	Anne Frank: A Profile in Courage	The Story of Rusalka	David: A Runaway's Story	The Misfits	The Lowly Weed	Dr. Jekyll and Mr. Hyde, Part 1	Dr. Jekyll and Mr. Hyde, Part 2	Drugs in Our World	Oliver Goes to the Workhouse*
<b>Complements</b> Infinitives and infinitive phrases Gerunds and gerund phrases as objects		X					X		X			X		
<b>Complements and Subjects</b> Gerunds and gerund phrases as subjects						X								
<b>Questions</b> Indirect							X	X						
<b>Relativization</b> Relative clauses										X				

\*No new structures are emphasized. Many structures emphasized in previous lessons appear in this selection.