



## Microphase Scope and Sequence Chart

### Instructions:

1. Use the student's overall microphase that was determined from the benchmark assessment data to select a high leverage goal from that microphase on the chart.
2. Once you have selected a goal, use the assessment conversion chart to find the cycle of instruction where this goal will be addressed.
3. Select an instructional strategy from the cycle to use for lesson planning and implementation.

Microphase →	Early	Middle	Late
Phase Fluidity →			
<b>Pre-Alphabetic</b>	<ul style="list-style-type: none"> <li>● <i>Using environmental print to recognize name and other words (memorization or guessing)</i></li> <li>● <i>Identifying letters in name</i></li> <li>● <i>Identifying rhyming words orally</i></li> <li>● <i>Identifying words with the same initial sounds</i></li> <li>● <i>Concepts about Print: Book handling skills</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Name writing</i></li> <li>● <i>Identifying letters in name</i></li> <li>● <i>Identifying rhyming words</i></li> <li>● <i>Identifying words with the same initial sounds</i></li> <li>● <i>Identifying words with the same final sound</i></li> <li>● <i>Concepts about Print: Directionality</i></li> </ul>	<ul style="list-style-type: none"> <li>● Letter identification</li> <li>● Letter sounds</li> <li>● Letter formation</li> <li>● Identifying beginning &amp; ending sounds</li> <li>● Identifying &amp; produce rhyming words</li> <li>● Identifying syllables orally</li> <li>● Segmenting orally</li> <li>● Blending orally</li> <li>● Concepts about Print: One-to-one matching, sense of letters vs. words</li> </ul>
<b>Partial Alphabetic</b>	<ul style="list-style-type: none"> <li>● Letter Identification</li> <li>● Letter sounds</li> <li>● Letter formation</li> <li>● Beginning to decoding &amp; spell CVC and VC words</li> <li>● Digraphs - ch, th, sh</li> <li>● Identifying &amp; comparing short vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>● Decoding &amp; spelling CVC words</li> <li>● Decoding &amp; spelling CVCC words (including -nk)</li> <li>● Digraphs - ch, th, sh</li> <li>● Double consonants ("floss words")</li> </ul>	<ul style="list-style-type: none"> <li>● Decoding &amp; spelling words with initial &amp; final blends</li> <li>● Decoding &amp; spelling short /e/ words with 3 &amp; 4 phonemes</li> <li>● Decoding &amp; spelling Initial and final consonant clusters</li> <li>● Decoding &amp; spelling words with y as /i/</li> </ul>

Microphase →	Early	Middle	Late
Phase Fluidity →			
<b>Full Alphabetic</b>	<ul style="list-style-type: none"> <li>● Decoding &amp; spelling words with VC and VCC final blends</li> <li>● Decoding &amp; spelling words with initial blends</li> <li>● Decoding &amp; spelling double consonant words (“rabbit words”)</li> <li>● Decoding &amp; spelling compound words</li> <li>● Decoding &amp; spelling one and two syllable closed syllable words</li> <li>● Decoding &amp; spelling long vowels spelled CVCe</li> <li>● Decoding &amp; spelling open syllables</li> <li>● Reading &amp; spelling words with -s suffix</li> <li>● Reading possessives</li> </ul>	<ul style="list-style-type: none"> <li>● Decoding &amp; spelling one and two syllable closed syllable words</li> <li>● Decoding &amp; spelling open syllable words</li> <li>● Decoding and spelling long vowels spelled CVCe (-ing, -s, -ed)</li> <li>● Decoding &amp; spelling long vowel patterns</li> <li>● Decoding &amp; spelling r-controlled vowels</li> <li>● Decoding &amp; spelling two syllable words with suffixes -ing, -s, -ed</li> </ul>	<ul style="list-style-type: none"> <li>● Decoding &amp; spelling words with r controlled vowels</li> <li>● Decoding &amp; spelling words with vowel teams</li> <li>● Decoding &amp; spelling two syllable closed and open syllables</li> <li>● Decoding &amp; spelling long vowels spelled CVCe</li> <li>● Decoding &amp; spelling r-controlled vowels</li> <li>● Decoding &amp; spelling long vowel patterns (i.e. ai vs. ay, ee vs. ea, oa vs. ow)</li> <li>● Decoding &amp; spelling words with -y</li> </ul>
<b>Consolidated Alphabetic</b>	<ul style="list-style-type: none"> <li>● Decoding &amp; spelling words with r controlled vowels</li> <li>● Decoding &amp; spelling words long vowel patterns</li> <li>● Decoding &amp; spelling words with contractions</li> <li>● Doubling with suffixes (ie. slip to slipping)</li> <li>● Spelling generalizations - old, ost, ind, ild, sion, tion</li> </ul>	<ul style="list-style-type: none"> <li>● Spelling &amp; decoding consonant -le words</li> <li>● Spelling &amp; decoding words with prefixes and suffixes</li> <li>● Decoding &amp; spelling words with contractions</li> <li>● Decoding &amp; spelling words with other ending patterns (i.e. ch vs. tch, dge vs. ge, able vs ible)</li> </ul>	<ul style="list-style-type: none"> <li>● Spelling &amp; decoding words with affixes</li> <li>● Spelling &amp; decoding contractions</li> <li>● Spelling &amp; decoding words with schwa</li> <li>● Spelling, decoding &amp; understanding meaning of homophones</li> <li>● Spelling generalizations (i.e. ate vs. ate, cal vs. cle, ous vs. us)</li> </ul>