**MAXSCHOLAR**

**Scope and Sequence**

**MaxScholar Orton-Gillingham Program**

**Kindergarten through 12th Grade**

**Reading**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Phonological and Phonemic Awareness | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **Phonological Awareness** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed (Words within Words) |  |  |  | • |  |  |  |  |  |  |  |  |  |  |
| Count each syllable in a spoken word (Phonemic Awareness workbook) |  | • | • |  |  |  |  |  |  |  |  |  |  |  |
| Segment letters into words (MaxPhonics, Blends, Digraphs) | • | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Recognize and produce words beginning with the same sound (PreK Phonics, MaxPhonics, Blends, Digraphs) | • | • | • | • |  |  |  |  |  |  |  |  |  |  |
| **Phonemic Awareness** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identify and isolate initial sounds in pictures (PreK Phonics, MaxPhonics, Blends, Digraphs) | • | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Blend sounds to make words (PreK Phonics, MaxPhonics, Blends, Digraphs) | • | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Match pictures to letters (PreK Phonics, MaxPhonics, Blends, Digraphs) | • | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Segment in a word or syllable into sounds (PreK Phonics, MaxPhonics, Blends, Digraphs) | • | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Manipulate sounds in words (add, delete, and/or substitute phonemes) (Words within Words) (games) |  |  | • | • |  |  |  |  |  |  |  |  |  |  |
| Distinguish long- and short-vowel sounds in single syllable words (Words within Words) (games) |  |  | • | • |  |  |  |  |  |  |  |  |  |  |
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| Phonics, Decoding, and Word Recognition | PK | K | 1 | 2 |  |  |  |  |  |  |  |  |  |  |
| Read simple one-syllable and high-frequency (sight) words (PreK Phonics, MaxPhonics, Blends, Digraphs) | • | • | • | • |  |  |  |  |  |  |  |  |  |  |
| **Phonics**Understand and apply the alphabetic principle that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds (PreK Phonics, MaxPhonics, Consonants & Short Vowels, Blends, Digraphs) | • | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Know sound-letter relationships and match sounds to letters (PreK Phonics, MaxPhonics, Consonants & Short Vowels, Blends, Digraphs) | • | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Generate sounds from letters and blend those sounds to decode (PreK Phonics, MaxPhonics, Consonants & Short Vowels, Blends, Digraphs) | • | • | • | • |  |  |  |  |  |  |  |  |  |  |
|  Consonants, consonant blends, and consonant digraphs (MaxPhonics, Blends, Digraphs) |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
|  Short and long vowels (PreK Phonics, MaxPhonics, Blends, Digraphs) |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
|  r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  Phonograms/word families (Word Builder) |  |  | • | • |  |  |  |  |  |  |  |  |  |  |
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| **Decoding Strategies**Blending strategy: Apply knowledge of letter-sound relationships to decode unfamiliar words (MaxPhonics, Consonants & Short Vowels, Blends, Digraphs) |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Apply knowledge of word structure to decode unfamiliar words (MaxPhonics, Consonants & Short Vowels, Blends, Digraphs) |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
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| **Fluency**Read aloud fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation; with attention to punctuation and appropriate phrasing (MaxReading) |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Practice fluency in a variety of ways, including choral reading, partner/paired reading, and repeated oral reading (MaxReading, Fluency Drills in Phonics, Short Vowels, Blends, Digraphs)  |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Work toward appropriate fluency goals by the end of each grade (MaxReading, Fluency Drills in Phonics, Short Vowels, Blends, Digraphs) |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Read regularly in independent-level material (MaxReading) |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Read silently for increasing periods of time (MaxReading) |  | • | • | • |  |  |  |  |  |  |  |  |  |  |

**MaxScholar Software & Workbooks**

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| **Orton-Gillingham Phonics** | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| MaxScholar Orton-Gillingham Pre-K Phonics | • |  |  |  |  |  |  |  |  |  |  |  |  |  |
| MaxScholar Orton-Gillingham Phonics |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
| MaxScholar Orton-Gillingham Blends |  |  | • | • |  |  |  |  |  |  |  |  |  |  |
| MaxScholar Orton-Gillingham Digraphs |  |  | • | • |  |  |  |  |  |  |  |  |  |  |
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| **MaxReading** | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Prep-1  |  | • | • |  |  |  |  |  |  |  |  |  |  |  |
| Prep-2 |  | • | • |  |  |  |  |  |  |  |  |  |  |  |
| Prep-3 |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Prep-4 |  | • | • | • |  |  |  |  |  |  |  |  |  |  |
| Level 1 |  | • | • | • | • |  |  |  |  |  |  |  |  |  |
| Level 2 |  |  | • | • | • | • |  |  |  |  |  |  |  |  |
| Level 3 |  |  |  | • | • | • | • |  |  |  |  |  |  |  |
| Level 4 |  |  |  |  | • | • | • | • |  |  |  |  |  |  |
| Level 5 |  |  |  |  |  | • | • | • | • |  |  |  |  |  |
| Level 6 |  |  |  |  |  |  | • | • | • | • |  |  |  |  |
| Level 7 |  |  |  |  |  |  |  | • | • | • | • |  |  |  |
| Level 8 |  |  |  |  |  |  |  |  | • | • | • | • |  |  |
| Level 9 |  |  |  |  |  |  |  |  |  | • | • | • | • |  |
| Level 10 |  |  |  |  |  |  |  |  |  |  | • | • | • | • |
| Level 11 |  |  |  |  |  |  |  |  |  |  |  | • | • | • |
| Level 12 |  |  |  |  |  |  |  |  |  |  |  |  | • | • |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **MaxWords** | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CLOVER: Closed Syllables |  |  |  |  | • | • | • | • | • | • | • | • | • | • |
| CLOVER: Consonant - le |  |  |  |  | • | • | • | • | • | • | • | • | • | • |
| CLOVER: Open Syllables |  |  |  |  |  | • | • | • | • | • | • | • | • | • |
| CLOVER: Double Vowels |  |  |  |  |  | • | • | • | • | • | • | • | • | • |
| CLOVER: Vowel – Consonant - e |  |  |  |  | • | • | • |  |  |  |  |  |  |  |
| CLOVER: r-controlled Syllables |  |  |  |  | • | • | • | • | • | • | • | • | • | • |
| Spelling Rules |  |  |  |  | • | • | • | • | • | • | • | • | • | • |
| Latin Roots |  |  |  |  |  |  |  | • | • | • | • | • | • | • |
| Greek Roots |  |  |  |  |  |  |  | • | • | • | • | • | • | • |
| Prefixes / Suffixes |  |  |  |  |  |  |  | • | • | • | • | • | • | • |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **MaxMusic** | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Artists: The Beatles |  |  | • | • |  |  |  |  |  |  |  |  |  |  |
| Artists: all the others |  |  |  |  | • | • | • | • | • | • | • | • | • | • |
| Games: Pair the Sound (matching) | • | • |  |  |  |  |  |  |  |  |  |  |  |  |
| Games: MaxGuitar | • | • |  |  |  |  |  |  |  |  |  |  |  |  |
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| **MaxVocab** | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Dictionary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Games: Hangman |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Games: Definitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Games: Word Search |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **MaxPlaces** | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Places |  |  |  |  |  | • | • | • | • | • | • | • | • | • |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **MaxBios** | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Entertainment |  |  |  |  |  |  | • | • | • | • | • | • | • | • |
| Fascinating Men |  |  |  |  |  |  | • | • | • | • | • | • | • | • |
| Old School Musicians |  |  |  |  |  |  | • | • | • | • | • | • | • | • |
| Hip-Hop Artists |  |  |  |  |  |  | • | • | • | • | • | • | • | • |
| Amazing Women |  |  |  |  |  |  | • | • | • | • | • | • | • | • |
| Business |  |  |  |  |  |  | • | • | • | • | • | • | • | • |
| Star Athletes |  |  |  |  |  |  | • | • | • | • | • | • | • | • |
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| Play the Learning Games (found on MyMax, right side of screen) | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Memory Game | • | • |  |  |  |  |  |  |  |  |  |  |  |  |
| Word Builder |  |  | • | • |  |  |  |  |  |  |  |  |  |  |
| Space Rhyming |  |  | • | • | • |  |  |  |  |  |  |  |  |  |
| Words within Words |  |  |  |  |  | • | • | • | • | • | • | • | • | • |
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**MAXSCHOLAR**

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| **MaxPhonics, Consonants & Short Vowels, Blends, Digraphs** |
|  |
| **CONSONANTS & SHORT VOWELS** | **CONSONANT DIGRAPHS** |
| pfnta | sh |
| srcke | th |
| bgmli | wh |
| dvjho | ch |
| qwxyzu | ph |
|  | cl |
| SIGHT WORDS | nk |
|  | ng |
| **CONSONANT BLENDS** | tch |
| cl | mb |
| bl | ss |
| pl | zz |
| fl | dge |
| gl |  |
| sl | SIGHT WORDS |
| br |  |
| cr |  |
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| fr |  |
| gr | **MAXSCHOLAR GAMES** |
| pr |  |
| tr | Word Builder |
| sk | Space Rhyming |
| sw |  |
| st |  |
| tw |  |
| sc |  |
| sm |  |
| sn |  |
| sp |  |
| thr |  |
| scr |  |
| str |  |
| spr |  |
| spl |  |
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| SIGHT WORDS |  |

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| **MaxWords** |
|  |
| **CLOVER**  | **V in CLOVER**  |
|  **C in CLOVER** | **Double Vowels** |
|  **Short vowel surrounded by 1 or more consonants** |  ay (as in “spray”) |
|  |  ai (as in “strain”) |
|  **E in CLOVER** |  ow (as in “crow”) |
|  **Silent-e rule** |  ou (as in “ouch” and in “soup”) |
|  a = /ā/ (as in “name”) |  oo (as in “zoo” and in “hood”) |
|  i = /ī/ (as in “dime”) |  oy (as in “toy”) |
|  o = /ō/ (as in “rope”) |  oi (as in “boil”) |
|  u = /yoo/ (1st long sound, “cute”) |  oe (as in “doe”) |
|  u = /oo/ (2nd long sound, “tune”) |  ee (as in “sheep”) |
|  e = /ē/ (as in “Pete”) |  igh (as in “high”) |
|  |  aw (as in “hawk”) |
|  **L in CLOVER** |  au (as in “auto”) |
|  **Consonant-le rule** |  ie (as in “chief” and in “pie”) |
|  **le** syllable at end |  ea (as in “tea” and in “great”) |
|  **tle** = /l/ at end (as in “castle”) |  eigh (as in “freight”) |
|  |  ew (as in “new” and in “stew”) |
|  **O in CLOVER** |  ey (as in “money” and in “obey”) |
|  **Open syllables** |  ue (as in “glue” and in “statue”) |
|  **a** = /ā/ (as in “basic”) |  ei (as in “seize” and in “vein”) |
|   **e** = /ē/ (as in “begin”) |  eu (as in “feud” and in “neutral”) |
|  **i** = /ī/ (as in “item”) |  |
|  **o** = /ō/ (as in “bonus”) |  |
|  **u** = /yoo/ (1st long sound, “human”) | **MAXSCHOLAR LEARNING GAMES** |
|   **u** = /oo/ (2nd long sound, “tumor”) | **WORDS WITHIN WORDS** |
|  |  |
|  **R in CLOVER** |  |
|  **r-controlled syllables** |  |
|  **ur** (as in “hurt”) |  |
|  **ar** (as in “arm”) |  |
|  **or** (as in “normal”) |  |
|  **ear** (as in “heard”) |  |
|  **er** (as in “merit”) |  |
|  **ir** (as in “spirit”) |  |
|  **wor** (as in “word”) |  |
|  **quar** (as in “quart”) |  |
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| **OG SPELLING RULES** | **PREFIXES AND SUFFIXES** |
|  |  |
| floss Spelling Rule (ff, ll, ss) | **LATIN ROOTS** |
|  |  |
| ld, nd, st Spelling Rule | **GREEK ROOTS** |
|  |  |
| y says /i/ Rule |  |
|  |  |
| /k/ -- spelled *k* and *ck*  |  |
|  |  |
| /ch/ spelled *ch* and *tch* |  |
|  |  |
| /j/ spelled *ge* and *dge* |  |
|  |  |
| /ij/ spelled age |  |
|  |  |
| /ou/ spelled *ou* and *ow* |  |
|  |  |
| /ô/ spelled *ou* and *ow* |  |
|  |  |
| Plurals |  |
|  |  |
| Homonyms |  |
|  |  |
| Homonyns: two, to, too |  |
|  |  |
| Homonyms: there, their, they’re |  |
|  |  |
| Contractions |  |
|  |  |
| Doubling Rule (1-1-1 Rule) |  |
|  |  |
| Words that contain ie, ei |  |
|  |  |
| / ôt/--spelled *aught* and *ought* |  |
|  |  |
| Silent-e rule |  |
|  |  |
| Mixed Rule Exercises |  |
|  |  |
|  |  |