SCOPE AND SEQUENCE: Student Book 5

Phonics	Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Use phonic skills to decode unknown words		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Recognize long and short vowel sounds		■	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
3. Recognize sounds for consonant blends		▲	■	■	■	▲	■	▲	■	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
4. Recognize sounds for digraphs		▲	■	▲	▲	▲	■	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
5. Recognize sounds for vowel combinations		▲	▲	▲	▲	▲	▲	▲	▲	■	▲	■	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
6. Recognize sounds for *r*-controlled vowels		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	■	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
7. Recognize sounds for *c*		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	■	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
8. Identify sounds for *c*															■											
9. Recognize sounds for *g*		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	■	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
10. Identify sounds for *g*															■											
11. Recognize sounds for *y*		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	■	▲	▲	▲	▲	▲	▲	▲	▲	▲
12. Recognize the sound for *ph*																								●		
13. Contrast sounds										■					■							■				■

Word Analysis	Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Use syllabication to decode words		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Divide words into syllables							■		■					■				▲	▲	▲	■	▲	▲	▲	■	▲
3. Form compound words		■			■	■								■			■					■				
4. Recognize common word beginnings: *re–*								■	■																	
pre–, per–									■																	
dis–														■												
5. Recognize common word endings: *–er*												▲														
–y																	■									
–ment																		■								
–ness																			■							
–ful, –less																				■						
el, ture, ale																						■				
le, al, et, tion, sion, ish																						■	■			
et, age, ice, ive																							■			

Vocabulary	Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Learn unfamiliar vocabulary		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Infer word meanings from context clues		●	●	●	●		●	●	●	●		●	●	●	●		●	●	●	●		●	●	●		
3. Identify definitions/descriptions of terms		●	●	●		●	●	●	●	●		●	●	●	●		●			●		●	●		●	●
4. Complete word associations		■					■								■							■				
5. Identify synonyms			■	■	■	■				■							■		■	■			■			■
6. Identify antonyms					■	■		■		■							■		■	■			■			■

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

Vocabulary, cont.	Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
7. Identify multiple meanings of words				▲												■										
8. Complete analogies				■								■		■										■		
9. Learn/review idiomatic expressions/common sayings						■			▲								■	■						■		
10. Complete puzzles (double crostics and cryptograms)						■						■									■					

Comprehension	Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Identify words using context clues		●	●	●	●		●	●	●	●	●	●	●	●	●		●	●	●	●		●	●	●	●	
2. Read stories independently			●	●	●		●	●	●	●		●	●	●	●		●	●	●	●		●	●	●	●	
3. Complete exercises independently		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Improve listening comprehension		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
5. Group words appropriately when reading orally		■	■	■	■		■	■	■	■		■	■	■	■		■	■	■	■		■	■	■	■	
6. Interpret punctuation correctly when reading orally		■	■	■	■		■	■	■	■		■	■	■	■		■	■	■	■		■	■	■	■	
7. Develop literal comprehension skills:																										
- Recall details		●	●	●	●		●	●	●	●		●	●	●	●		●	●	●	●		●	●	●	●	●
- Locate specific information		●	●	●	●	●	●	●	●	●		●	●	●	●		●	●	●	●		●	●	●	●	●
- Identify cause-and-effect relationships		●	●									●		●	●		●						●			
- Recall sequence of events														●			●						●			
8. Develop inferential comprehension skills:																										
- Infer word meanings from context clues		●	●	●	●		●	●	●	●	●	●	●				●	●	●			●	●	●	●	
- Infer information from the story		●	●	●	●		●	●	●	●		●	●	●			●	●	●			●	●	●		
- Use context clues to predict correct responses		●	●	●	●	●	●	●	●	●		●	●	●	●		●	●	●	●	●	●	●	●	●	●
- Draw conclusions based on story		●		●						●				●	●		●	●	●	●		●		●	●	
- Infer cause-and-effect relationships			●						●			●		●	●		●	●				●	●			
- Classify words under topic headings														■				■						■		
9. Develop applied comprehension skills:																										
- Relate reading to personal experience			●	●	●				●	■									●					●		
- Draw conclusions based on personal experience										●			●	●	●											
10. Learn/review basic factual information							●	●		●								●					●	●	■	●
11. Locate/infer information from a circle graph																								■		

Literary Understanding	Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Identify/interpret characters' actions, motivations, feelings, and qualities		●	●	●	●		●	●	●	●		●	●	●	●		●	●	●	●		●	●	●		
2. Identify/interpret plot		●	●	●	●		●	●	●	●		●		●	●		●	●	●	●		●	●	●		
3. Identify/interpret setting (time and/or place)		●		●	●		●					●	●					●		●				●	●	
4. Identify/infer narrator		●																								
5. Relate characters' names to qualities				●																						
6. Create ending for story													●													

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

Literary Understanding, cont. — Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
7. Relate to characters' motivations and feelings							●	●	●		●		●	●				●			●				
8. Identify theme								●						●		●	●						●		
9. Predict outcome of story								●	●			●						●					●	●	
10. Recognize personification								●																	
11. Identify surprise ending											●										●				
12. Recognize fables																●									
13. Infer moral of fable																●									
14. Contrast stories																		●							
15. Recognize autobiography																		●	●						
16. Infer narrator's attitude toward character																					●				
17. Identify tone																								●	

Writing — Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Copy words accurately	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Capitalize words appropriately	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
3. Spell words with greater accuracy	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Form new words by adding the ending *-y*																■									
5. Change the *y* to *i* before adding *-ness*																	■								
6. Change dialect to standard English																			■						
7. Use homonyms correctly																			■						■
8. Write sentence or paragraph answers to questions		●	●	●		●	●	●	●		●	●	●			●	●	●	●		●	●	●	●	

Note: Specific suggestions for additional writing assignments appear in the individual lesson notes of this manual.

Study Skills — Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Increase concentration	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Skim story to locate information	●	●	●	●	●	●	●	●	●		●	●	●	●		●	●		●		●	●	●	●	●
3. Use a dictionary to look up word meanings	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Apply reasoning skills to exercises: context clues	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●		●	●
process of elimination	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
"intelligent guessing"	●		●			●	●	●					●			●					●	●		●	

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

SCOPE AND SEQUENCE: Challenger Writing 5

The following scope and sequence chart indicates the introduction and major practice for writing skills. It also shows the introduction of grammar and mechanics rules that are most helpful to emerging writers. Reinforcement and practice of these rules are spread throughout the various exercises.

Lesson	STRAND 4 — Unscramble the Sentences (transitions that add information)	STRAND 5 — Put These Sentences in Order (transitions that show time order)	STRAND 6 — What Do You Think? (questions w/o starters)	STRAND 6 — What Would You Like to Know? (writing questions)	STRAND 10 — Write Paragraphs (3 guided: different topics, transitions)	Write a Paragraph (introduction, body, conclusion)	Write a 3-paragraph essay	Write a 3-par essay (topic sentence, transitions that add information)	Write a descriptive paragraph	Write a 1-par summary paragraph	Write a 3-par summary (topic sentence that shows time order)
1			X		X						
2			X		X						
3			X		X						
4			X		X						
5			X		X						
6			X			X					
7			X			X					
8			X			X					
9		X	X			X					
10		X		X			X				
11	X			X			X				
12	X						X				
13									X		
14									X		
15									X		
16										X	
17											X
18											X
19								X			
20								X			
R		X						X		X	X

Lesson	STRAND 11						STRAND 12				
	Use These Words in Sentences	Use These Words and Phrases in Sentences	List Words and Phrases to Use in Sentences	Add Details (vivid words, specific nouns, action verbs)	Try Your Hand at Using Details	Choose the Best Descriptive Words and Phrases	Combine Sentences (comma fault)	Combine Sentences (subordinating conjunction, comma)	Combine Sentences (run-on)	Combine Sentences (sentence fragments)	Combine Sentences (subject-verb agreement)
1	X						X				
2	X							X			
3	X							X			
4		X							X		
5		X								X	
6		X								X	
7		X					X	X	X	X	
8		X					X	X	X	X	
9			X								
10			X								
11			X								
12		X		X							
13			X	X							
14					X	X					
15					X	X					
16		X					X	X	X	X	
17			X								X
18						X					
19						X					
20						X					
R		X	X								

Lesson	STRAND 13		STRAND 14			STRAND 15	STRAND 16		
	Punctuation (end marks)	Punctuation (capitals)	What Will You Write About? (brainstorming)	What Will You Write About? (5 W's and H)	What Will You Write About? (T-chart)	Is It One or More Than One? (subject-verb agreement)	Use Pronouns in Sentences (personal)	Use Pronouns in Sentences (relative)	Use Pronouns in Sentences (interrogative, question marks)
1									
2									
3									
4									
5									
6									
7									
8									
9									
10	X	X							
11									
12									
13									
14			X						
15			X						
16				X		X			
17				X					
18				X			X		
19					X			X	
20					X				X
R			X						

SCOPE AND SEQUENCE: Student Book 6

Word Analysis — Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1. Use syllabication to decode words	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
2. Recognize word families					■			■														■		
3. Form compound words							■						■			■								
4. Recognize/form abbreviations								■		■		■												
5. Recognize/form contractions													■	■			■							■
6. Form/use words with common suffixes: –ment		■			■	■					■													
–ness	■			■		■					■													
–or						■																		
–ly						■			■	■	■													
–ence/–ance						■															■			
–tion						■														■				
–ful							■				■													
–less							■				■													
–sion																				■				
–ize																							■	
7. Recognize/use common prefixes:													▲											
un–														■										
il–															■									
im–															■									
in–															■									
ir–															■									
non–															■									
re–																■								
pre–																	■							

Vocabulary — Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1. Learn unfamiliar vocabulary	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Infer word meanings from context clues	●	■	●	●	●		■		■	■	●	■	●	●	●	●	■	■	●	■	■	■	●	■
3. Identify definitions/descriptions of terms			■		■	●	■	■	■		■	●	■	■	■	■	■	●	●	■	■	■	■	●
4. Identify synonyms			●	●		●	●					●				●					●			
5. Identify antonyms			●	●		●			■			●				●					●			
6. Form/use compound words						■	●		■		●					●								■
7. Identify symbols								●																
8. Complete analogies										●				■										
9. Complete word associations	■									■										■				●
10. Complete word puzzles							■	■			■						■		■			■	■	
11. Learn/review sayings and idiomatic expressions										▲			▲		■				■		●		▲	

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

Comprehension — Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1. Read selections independently	●	●	●	●	●		●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	
2. Complete exercises independently	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●
3. Identify words using context clues	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Improve listening comprehension	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
5. Improve oral reading	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
6. Develop literal comprehension skills:																								
- Recall details	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
- Locate specific information	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
7. Develop inferential comprehension skills:																								
- Support statements with appropriate details	●	●		●	●		●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	
- Infer word meanings from context clues	●	■	●	●	●		■	■	■	■	■		■	●	●	■	■		●	■	■	■	■	■
- Use context clues to fill in missing words	●	■	●	●	●		■	■	■	■	■		■	●	●	●	■		●	■	■	■	■	■
- Infer information from reading	■	■	■	●	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■	■
- Draw conclusions based on reading		■		■	●		■	■	■	■	■			■	■				■	■	■	■	■	
- Identify/infer cause-and-effect relationships				■	■			▲	▲		▲		●							■		■	●	
- Distinguish between positive and negative statements										●														
- Classify words under topic headings										●					■	●						●		
- Distinguish between fact and opinion															●	●	●							●
- Translate Middle English																■								
8. Develop applied comprehension skills:																								
- Draw conclusions based on personal experience	●	●		■			●	●		●	●			●		●			●	●	▲	■		
- Relate reading to personal experience	■	■		■	■		●	●	●	▲	●		●		●		●			●	■	●		
9. Locate/review basic factual information	■	■	■				■	▲	■	■	●		■	■	■		■		●		▲		■	■
10. Locate/infer information from:																								
- classified or online ads							●	■			●													
- diagram or label	■																							
- travel brochure													■											
- driver's test															■									
- editorial cartoon																●								
- chart or table	■																			●				
- time line																						●		

Literary Understanding — Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1. Distinguish between fiction and nonfiction	■	▲	▲	▲	▲		▲	▲	▲	▲	▲		▲	▲	▲	▲	▲		▲	▲	▲	▲	▲	
2. Identify/interpret characters' actions, motivations, feelings, and qualities				●			■	■			●		■		●	■					●		●	
3. Identify/interpret plot/setting				●							●				■									

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

Literary Understanding, cont. Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
4. Predict outcome																					●			
5. Interpret poetry															●								●	
6. Interpret drama																					●			
7. Recognize autobiography													▲											
8. Recognize biography								▲															■	
9. Relate to characters' motivations and feelings				■							■			■	■	■					●		■	
10. Infer author's attitude toward material								■		■	■				●	■	■						■	

Writing Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1. Write sentence or paragraph answers to questions	●	●		●	●		●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	
2. Form a reasoned opinion	●	●		●	●		●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	
3. Copy words accurately	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
4. Fill out a job application										●														
5. Spelling:																								
- Form the plural of words ending in *f* or *fe*			■																					
- Change *y* to *i* before adding suffix	■		■	■					■		▲													
- Use an apostrophe to show ownership											■				■	■	■		■	■				
- Spell words with greater accuracy	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
6. Learn capitalization rules			■	■						■														
7. Capitalize words appropriately	▲	■	■	■	■	●	■	▲	■	▲	▲	●	▲	▲	▲	▲	▲	■	▲	▲	▲	▲	▲	▲

Note: Specific suggestions for additional writing assignments appear in the individual lesson notes of this manual.

Study Skills Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1. Increase concentration	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
2. Skim selection to locate information	■	■	■	■	■		■	■	■		■		■	■	■	■	■		■	■	■	■	■	
3. Apply reasoning skills to exercises:																								
- context clues	●	■	●	●	●	■	■	■	■	■	●	■	●	●	●	●	■	■	●	■	■	■	●	■
- process of elimination	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
- "intelligent guessing"	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
4. Use a dictionary:																								
- to look up word meanings	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	■	▲	▲	▲	▲	▲	▲	■
- to form compound words							■						■			■								
5. Use reference materials:																								
- to identify bodies of water																	●							
- to identify state capitals		■				▲																		

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

SCOPE AND SEQUENCE: Challenger Writing 6

The following scope and sequence chart indicates the introduction and major practice for writing skills. It also shows the introduction of grammar and mechanics rules that are most helpful to emerging writers. Reinforcement and practice of these rules are spread throughout the various exercises.

Lesson	STRAND 10							STRAND 11			
	Write a 1-paragraph summary	Write a 3-paragraph summary (topic sentences, intro, body, conclusion)	Write a descriptive paragraph	Write a 3-paragraph expository essay (topic sentences, intro, body, conclusion)	Write an expository paragraph	Write a 4-paragraph expository essay	Write a persuasive paragraph	Use These Words and Phrases in Sentences	Add Details (vivid words, specific nouns, action verbs)	Try Your Hand at Using Details	Choose the Best Descriptive Words and Phrases
1	X							X	X		
2	X							X	X		
3	X							X	X		
4	X							X			
5		X						X			
6			X								X
7			X								X
8		X									X
9				X						X	
10				X							X
11					X					X	
12						X					X
13				X						X	
14				X							X
15							X				X
16							X			X	
17							X				
18				X						X	
19				X						X	
20				X						X	
R		X	X	X			X	X			X

Lesson	STRAND 12			STRAND 14				STRAND 15	STRAND 16		
	Combine Sentences (coordinating, subordinating conjunction; comma fault)	Combine Sentences (run-on)	Combine Sentences (sentence fragments)	What Will You Write About? (listing)	What Will You Write About? (brainstorming)	What Will You Write About? (5 W's and H)	What Will You Write About? (T-chart)	Is It One or More Than One? (subject-verb agreement)	Use Pronouns in Sentences (personal)	Use Pronouns in Sentences (relative)	Use Pronouns in Sentences (interrogative, question marks)
1				X							
2				X							
3				X							
4	X					X					
5	X			X							
6		X			X						
7		X			X						
8			X	X							
9			X	X							
10	X	X	X			X					
11					X						
12				X							
13							X				
14							X				
15					X						
16					X			X			
17				X				X	X		
18							X			X	
19				X							X
20				X					X	X	X
R					X						

Lesson	STRAND 17		
	Add Transitions (time order)	Add Transitions (cause, effect)	Add Transitions (compare, contrast)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	X		
12		X	
13	X	X	
14			X
15			X
16			
17			
18			
19			
20			
R	X		

SCOPE AND SEQUENCE: Student Book 7

Word Analysis — Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Use phonics and syllabication skills to decode words	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
2. Review basic phonics sounds/patterns	■	■	■	■		■	■	■	■	■	■	■	■	●	■	■	■	■	■	●	■	■	■	■	
3. Recognize/use word families					●						●			■									■		
4. Use homonyms correctly																	■		●						

Vocabulary — Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Learn unfamiliar vocabulary	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Infer word meanings from context clues	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
3. Identify definitions/descriptions of terms	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Learn/use rules pertaining to standard English usage		●	●			●		●			●			●	●										
5. Complete word associations	■				●											●		●						●	
6. Identify synonyms			●			●		●								●							●		
7. Identify antonyms				●	●		●									●							●		
8. Learn common affixes and roots: *-al*				■																					
-ly									■																
-ness														■											
-ist																	■								
uni-																							■		
bi-																							■		
tri-																							■		
cred																									●
9. Complete analogies						●					■						■					■			
10. Learn/review idioms, sayings, and proverbs	▲	■		▲	▲								●	●	▲		▲	▲					▲		●
11. Complete word puzzles				■					■				■					■				■			●

Comprehension — Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Identify words using context clues	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Read selections independently	●	●	●	●		●	●	●	●		●	●	●	●		●	●	●	●		●	●	●	●	
3. Complete exercises independently	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Improve listening comprehension	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
5. Improve oral reading	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
6. Develop literal comprehension skills: - Recall details	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
- Locate specific information	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
- Recall or establish sequence of events				■																					

KEY: ● = Primary emphasis ■ = Secondary emphasis ▲ = Integrated with other skills

Comprehension, cont. Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
7. Develop inferential comprehension skills:																									
- Support statements with appropriate details	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	
- Infer word meanings from context clues	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
- Infer information from the reading or exercises	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
- Use context clues to fill in missing words	●	●		●	●			●	●	●	●	●	●			●	●	●	●		●	●	●	●	●
- Draw conclusions based on reading	●		▲	●	●	●	●	●	●	●	●	▲	▲	●	●	●	▲	▲	●	●	▲	●	●	●	
- Identify/infer cause-and-effect relationships	▲	▲	▲		▲	●	▲	▲				▲	▲	▲	▲	▲	▲	■	▲		▲	▲	▲	▲	
- Classify words under topic headings						■		■													■		■		
- Identify tone of voice																●									
8. Develop applied comprehension skills:																									
- Relate reading to personal experience	■		▲		●	■	■	▲			▲			▲		▲							●		
- Draw conclusions based on personal experience	■		▲		▲		■	▲						▲		▲							●	▲	
9. Learn/review basic factual information	■	■	■	■	■	■	■	■	■	■		■		■		■	■	■	■	■	■	■	■	■	■

Literary Understanding Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Identify/interpret characters' actions, motivations, feelings, and qualities	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●		●	
2. Identify/interpret plot	●	●	●	●	●		●	●	●		●	●	●	●		●	●	●	●		●		●	●	
3. Infer attitudes/qualities of characters	▲	●	▲	▲	●	▲	▲	●	●	●	▲	▲	▲	●	●	●		●	●	●	▲		▲	▲	
4. Relate to characters' motivations and feelings	●	▲		●	■	●	●	●	▲	▲		▲	●	▲	▲		▲		▲	▲					
5. Distinguish between fiction and nonfiction	▲	▲	▲	▲		▲	▲	▲	▲		▲	▲	▲	▲		▲	▲	▲	▲		▲	▲	▲	▲	
6. Relate sayings/concepts to reading	●			●			●		●															●	
7. Infer/interpret author's purpose/attitude		▲		●		●	●						●	●	■						●	●			
8. Interpret poetry						●				●				●		●			●					●	
9. Infer attitude of speaker in a poem						●				●						●			●					●	
10. Interpret figurative language	▲	▲				●		▲			●			●		●			●					●	
11. Predict outcome/aftermath of selection	■					●						■				●	■				●				
12. Identify theme of selection		▲					▲	●	▲	▲						▲								●	
13. Compare and contrast characters					■	▲	■		●				●	●	▲			●	●		■				
14. Identify/interpret setting		▲	▲				▲	▲			▲	▲	●					▲							
15. Describe personal reaction to reading													●												
16. Recognize symbols						▲		▲			▲		▲			▲	▲	●		●				▲	
17. Interpret drama																							●	●	
18. Recognize biography																	▲							▲	

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

Writing	Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Write sentence or paragraph answers to questions		●	●	●	●	●	●	●	●	●	●		■		●	●	●			●	●	●	●	●	●	
2. Form a reasoned opinion		●	●	●	●	●	●	●	●	●	●		●		●	●	●			●	●	●	●	●	●	
3. Copy words accurately		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
4. Spelling:																										
- Spell words with greater accuracy		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
- Identify misspelled words						●		■																		
- Change *y* to *i* before adding suffix										■																
- Recognize hyphenated words																				■						

Note: Specific suggestions for additional writing assignments appear in the individual lesson notes of this manual.

Study Skills	Lesson	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R	13	14	15	16	R	17	18	19	20	R
1. Increase concentration		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
2. Skim selection to locate information		■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	
3. Apply reasoning skills to exercises:																										
- context clues		●	●	■	●	■	■	■	■	●	■	●	●	■	■	●	■	■	●	■	■	●	●	■	●	■
- process of elimination		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
- "intelligent guessing"		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
4. Use a dictionary or the Internet:																										
- to look up word meanings		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
- to learn word origins																								■		
5. Use reference materials:																										
- to find factual/geographical information			■		■			■	■			■	▲				■	■	■					▲		■
- to establish chronological order									■																	

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

SCOPE AND SEQUENCE: Challenger Writing 7

The following scope and sequence chart indicates the introduction and major practice for writing skills. It also shows the introduction of grammar and mechanics rules that are most helpful to emerging writers. Reinforcement and practice of these rules are spread throughout the various exercises.

Lesson	STRAND 10				STRAND 11			STRAND 12		
	Write a 3-paragraph summary	Write a 3- to 4-paragraph expository essay	Write a 3-paragraph persuasive essay or letter	Write a 5-paragraph expository essay	Add Details (vivid words, specific nouns, action verbs)	Try Your Hand at Using Details	Choose the Best Descriptive Words and Phrases	Combine Sentences (coordinating, subordinating conjunction; comma fault)	Combine Sentences (run-on)	Combine Sentences (sentence fragments)
1	X				X		X			
2		X			X		X			
3	X					X	X			
4		X					X			
5	X						X			
6		X					X			
7		X				X				
8		X				X				
9			X			X			X	
10		X				X			X	
11		X				X				X
12		X				X				X
13			X			X		X		
14		X				X		X		
15	X					X		X	X	X
16		X				X				
17		X				X				
18		X				X				
19				X		X				
20				X		X				
R	X	X	X				X			

Lesson	STRAND 14							STRAND 16
	What Will You Write About? (listing)	What Will You Write About? (brainstorming)	What Will You Write About? (5 W's and H)	What Will You Write About? (T-chart)	What Will You Write About? (mapping)	What Will You Write About? (cause-and-effect chain)	What Will You Write About? (chart)	Use Pronouns in Sentences (personal, relative, interrogative)
1			X					
2					X			
3			X					
4	X							
5			X					
6		X						
7		X						
8				X				
9				X				
10			X					
11				X				
12	X							
13		X						
14		X						
15			X					
16						X		X
17	X							X
18		X						
19		X			X			
20	X						X	
R	X	X	X	X	X	X	X	

Lesson	STRAND 17				STRAND 18		
	Add Transitions (time order)	Add Transitions (cause, effect)	Add Transitions (compare, contrast)	Add Transitions (add info)	Untangle the Confusion (misplaced modifiers)	Untangle the Confusion (missing words)	Untangle the Confusion (antecedents)
1							
2							
3							
4	X						
5	X						
6				X			
7		X					
8			X				
9				X			
10	X			X			
11				X			
12		X		X			
13				X			
14		X	X	X			
15	X						
16		X					
17				X			
18		X		X	X		
19				X		X	
20				X			X
R							

SCOPE AND SEQUENCE: Student Book 8

Vocabulary	Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1. Learn unfamiliar vocabulary		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Infer word meanings from context clues		■	■	■	■	■	●	●	●	■	■	■	●	■	■	■	■	■	■	■	■	■	■	■	■
3. Identify definitions/descriptions of terms		●	●	●	●	●	●	●	▲	●				●	●		■	●	●	●			●	●	●
4. Identify synonyms		●		●	▲	●						●			●						●			■	
5. Identify antonyms			■	●			●					●			●							■		■	
6. Complete word associations				●	●	●	●			●	■						■	■			●	■	■		●
7. Complete analogies					●						●						●								
8. Increase understanding of prefixes and suffixes			■	■	■	■		■		■	■	●													
9. Review homonyms																	●								
10. Learn etymological origins		■			▲			■						■											
11. Complete word puzzles																■		■					■		
12. Use word families correctly																■					■				
13. Form/use compound words																	■								
14. Learn/review idioms, sayings, and proverbs					▲			▲				▲						▲							

Literary Understanding	Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1. Identify/interpret characters' actions, motivations, feelings, and qualities		●					●	●	●	●	▲						●	●			●			●	
2. Infer/interpret author's purpose/attitude		●												▲				▲			●			●	●
3. Predict/describe future/alternative events		●				●						▲					●	●			●				
4. Interpret poetry							●				●							●							●
5. Compare/contrast points of view							●					▲		▲			▲			▲			●		
6. Interpret figurative language							●			▲	●						▲	●						●	●
7. Relate to characters' motivations and feelings		▲					●	●		●		●					●	●			●			●	
8. Identify setting											●	●					▲								
9. Interpret drama																		●							
10. Identify literary genres		▲			▲	▲				▲	▲	▲		▲		▲	▲	▲		▲			▲	▲	

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

Comprehension Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1. Read selections independently	●	●	●	●	●		●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	
2. Complete exercises independently	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
3. Identify words using context clues	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Improve listening comprehension	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
5. Improve oral reading skills	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
6. Develop literal comprehension skills:																								
- Recall details	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■	
- Locate specific information	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■	
- Establish sequence of events	●										■								●					
7. Develop inferential comprehension skills:																								
- Support statements with appropriate details	●	●	●	●	●		●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	
- Infer word meanings from context clues	●	●	●	●	●		●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	●
- Infer information from the reading or exercises	●	●	●	●	●		●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	●
- Draw conclusions based on reading	●	●	●	●	●		●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	
- Compare/contrast points of view		●	●					▲			▲				●							●		
- Relate examples to ideas			●				●		●	●					▲							●	▲	
- Use context clues to fill in missing words	■				■		●	●	●	●	■		■	■	■	●			●	■	■	■		
- Identify/interpret humor																				●				
- Identify/infer cause-and-effect relationships					▲		▲		▲		▲			●		▲	▲				▲	●		
- Organize information in outline form															●									
- Classify words under topic headings			■																					
- Distinguish between fact and opinion	●						▲	▲	▲															
8. Develop applied comprehension skills:																								
- Draw conclusions based on personal experience	●	●	●	●	●	▲			●	●	●		●	●	●	●	●		●	●	●	●	●	
- Relate reading to personal experience	●	●	●	●	▲		●		▲	●	●		●	●	●	●	●		●	●	●	●	●	
- Design a bar graph											●													
- Draw a diagram or time line											■		■									■		
9. Learn/review basic factual information	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
10. Locate/infer information from:																								
- maps		●											●											
- editorial cartoons			●												●									
- charts and graphs								●						●										●
- diagrams and time lines											■		■											

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

Writing	Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1.	Write sentence or paragraph answers to questions	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●
2.	Form a reasoned opinion	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●
3.	Support statements with details	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●			●	●	●
4.	Copy words accurately	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
5.	Spelling:																								
	- Spell words with greater accuracy	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
	- Spell homonyms correctly																	●						▲	
	- Identify misspelled words				■				■															■	
6.	Write contrasting statements		●																				●		
7.	Write dialogue		▲		▲				■													▲			
8.	Write about an illustration								■	■															
9.	Write a biography																							●	

Note: Specific suggestions for additional writing assignments appear in the individual lesson notes of this manual.

Study Skills	Lesson	1	2	3	4	5	R	6	7	8	9	10	R	11	12	13	14	15	R	16	17	18	19	20	R
1.	Increase concentration	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
2.	Skim selection to locate information	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■	
3.	Apply reasoning skills to exercises:																								
	- context clues	■	■	■	■	■	■	●	●	■	■	■		■	■	■	■	■		●	■	■	■	■	■
	- process of elimination	■	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■	■
	- "intelligent guessing"	■	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■	■
4.	Use a dictionary or the Internet:																								
	- to look up word meanings	■	■	▲	▲	▲	■	▲	▲	■	▲	▲	■	■	■	■	▲	■	■	■	▲	▲	■	■	
	- to learn word origins	■												■											
	- to learn plural forms of words								■																
	- to form compound words																■								
5.	Use reference materials to find factual/ geographical information	■					●	▲							■	■				■	■			■	■	▲

KEY: ● = Primary emphasis   ■ = Secondary emphasis   ▲ = Integrated with other skills

SCOPE AND SEQUENCE: Challenger Writing 8

The following scope and sequence chart indicates the introduction and major practice for writing skills. It also shows the introduction of grammar and mechanics rules that are most helpful to emerging writers. Reinforcement and practice of these rules are spread throughout the various exercises.

Lesson	STRAND 10					STRAND 11			STRAND 12		
	Write a 5-paragraph summary	Write a 5-paragraph expository essay	Write a 3-paragraph summary	Write a 4-paragraph expository essay	Write a 5-paragraph peruasive essay	Add Details (vivid words, specific nouns, action verbs)	Try Your Hand at Using Details	Choose the Best Descriptive Words and Phrases	What Do you Mean? (run-on sentences)	What Do You Mean? (sentence fragments)	What Do You Mean? (comma faults)
1	X										
2		X									
3		X									
4		X									
5			X								
6		X				X					
7		X									
8				X							
9		X									
10					X	X					
11					X	X					
12	X								X		
13		X								X	
14		X									X
15		X							X	X	X
16		X							X	X	X
17		X							X	X	X
18		X					X				
19		X						X			
20		X					X				
R		X									

Lesson	STRAND 14							STRAND 15
	What Will You Write About? (listing)	What Will You Write About? (brainstorming)	What Will You Write About? (5 W's and H)	What Will You Write About? (T-chart)	What Will You Write About? (mapping)	What Will You Write About? (chart)	What Will You Write About? (Venn diagram)	Is It One or More Than One? (subject-verb agreement)
1					X			
2						X		
3		X				X		X
4		X				X		X
5			X					
6		X				X		
7	X					X		
8							X	
9	X					X		
10	X	X				X		
11	X					X		
12						X		
13				X		X		
14		X				X		
15		X				X		
16	X	X				X		
17				X		X		
18				X		X		
19						X	X	
20	X	X				X		
R								

Lesson	STRAND 17				STRAND 18			STRAND 19		
	Add Transitions (time order)	Add Transitions (cause, effect)	Add Transitions (compare, contrast)	Add Transitions (add info)	Untangle the Confusion (misplaced modifiers)	Untangle the Confusion (missing words)	Untangle the Confusion (antecedents)	How Will You Organize Your Summary? (chronological order)	How Will You Organize Your Essay? (order of importance)	How Will You Organize Your Essay? (block arrangement)
1						X	X	X		
2					X				X	
3									X	
4									X	
5	X							X		
6									X	
7				X					X	
8			X							X
9		X							X	
10									X	
11									X	
12									X	
13									X	
14								X		
15								X	X	
16									X	
17									X	
18										
19									X	
20										
R										