

- The following Reading Scope and Sequence offers a framework for each grade to work toward by year's end. While teachers have the flexibility to tailor instruction, aligning within the district and each school can support consistency and collaboration.

Sooke School District 62 French Immersion Reading Scope and Sequence



| Curricular Competency | Scarborough's Reading Rope | Curricular Competencies (K) | Content (K) | Curricular Competencies (gr.1) | Content (gr.1) | Curricular Competencies (gr.2) | Content (gr. 2) | Curricular Competencies (gr.3) | Content (gr. 3) | Curricular Competencies (gr.4) | Content (gr. 4) | Curricular Competencies (gr.5) | Content (gr. 5) |
|--|---|---|--|---|--|---|--|---|---|---|-------------------------------------|--|-----------------|
| Grade level | | Kindergarten | Kindergarten | Grade 1 | Grade 1 | Grade 2 | Grade 2 | Grade 3 | Grade 3 | Grade 4 | Grade 4 | Grade 5 | Grade 5 |
| Exploring and Reflecting / Explorer et réfléchir (Language Comprehension / Compréhension du langage) | Background Knowledge (facts, concepts, cultural knowledge etc.) / Connaissances antérieures (faits, concepts, connaissances culturelles etc.) | Listen to stories from Francophone & Indigenous culture from varied, multimodal texts | | Recognize Francophone and Indigenous cultural elements in a <u>text</u> | | Identify in Francophone and Indigenous <u>texts</u> , elements that are also present in one's own culture | | Identify similarities and differences between one's own culture and those of others | | Differentiate cultural elements from Indigenous and other cultures, within the same society | | Identify the cultural and historical elements in Indigenous and other <u>texts</u> , to put them into context | |
| | | Make connections between personal knowledge and one's learning | | Make connections between personal knowledge and one's learning | | Make connections between personal knowledge and one's learning | | Make connections between personal knowledge and one's learning | | Make connections between personal knowledge and one's learning | | Make connections between personal knowledge and one's learning | |
| | | Draw on prior knowledge to comprehend a text | | Draw on prior knowledge to comprehend a text | | Draw on prior knowledge to comprehend a text | | Draw on prior knowledge to comprehend a <u>text</u> | | Draw on prior knowledge to comprehend a text | | Draw on prior knowledge to comprehend a text | |
| | | Recognize we form a community of French language learners | | Recognize we form a community of French language learners | | Recognize we form a community of French language learners | | Recognize we form a community of French language learners | | Recognize we form a community of French language learners | | Recognize we form a community of French language learners | |
| Exploring and Reflecting / Explorer et réfléchir (Language Comprehension / Compréhension du langage) | Vocabulary (breadth, precision, links, words in certain disciplines eg. math etc.) / Vocabulaire (étendue, précision, liens, sens, mots de certaines disciplines eg. math etc.) | Start to recognize and understand high frequency and familiar words | <u>High-frequency word list</u> (maternelle) | Recognize and understand high frequency and familiar words | <u>High-frequency word list</u> (première année) | Recognize and understand increasing number of high frequency and familiar words | <u>High-frequency word list</u> (deuxième année) | Recognize and understand increasing number of high frequency words and subject specific words | <u>High-frequency word list</u> (troisième année) | Recognize and understand an expanding range of subject specific vocabulary encountered in increasingly complex and varied texts | K-3 high frequency words to fluency | Recognize and understand expanding range of - subject specific vocabulary encountered in increasingly complex and varied texts | |
| | | Recognize and name the characters and objects represented in <u>visual formats</u> | (i.e. images, photos, videos, posters) | Recognize and name the characters and objects represented in visual formats | (i.e. images, photos, videos, posters) | Recognize and name the characters and objects represented in visual formats | (i.e. images, photos, videos, posters) | | | | | | |

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| Exploring and Reflecting / Explorer et réfléchir (Language Comprehension / Compréhension du langage) | Vocabulary (breadth, precision, links, words in certain disciplines eg. math etc.) / Vocabulaire (étendue, précision, liens, sens, mots de certaines disciplines eg. math etc.) | Sciences humaines et sociales Thèmes : | | Sciences humaines et sociales Thèmes: | | Sciences humaines et sociales Thèmes: | | Sciences humaines et sociales Thèmes: | Interpret academic language that signals text structures and transitions | Interpret academic language that signals text structure and transitions | Interpret academic language that signals text structure and transitions | |
| | | Ma famille et ma communauté | Noms : maman, professeur, ami(e) Verbes : aimer, jouer, aider | Ma culture et mon identité | Noms : culture, nom, tradition Verbes : célébrer s'appeler, venir | Les droits et responsabilités | Noms : droit, responsabilité choix Verbes respecter, décider, exprimer | Les communautés autochtones | Noms : territoire, langue, histoire Verbes : habiter, préserver, raconter | Understand antonyms and synonyms | Pour ajouter et , aussi de plus Pour comparer /opposer mais . comme au contraire | Pour ajouter en outre de même Pour comparer /opposer cependant toutefois néanmoins Pour expliquer une cause ou une conséquence étant donné que, par conséquent |
| | | Les lieux familiers | Noms : maison, école, parc Verbes : aller, entrer, voir | Ma communauté élargie | Noms : voisin, communauté, carte Verbes : habiter, visiter, aider | Les groupes et les communautés | Noms : groupe, communauté, ville Verbes : appartenir, partager, vivre | Les environnements et régions | Noms : carte, région, climat Verbes : explorer, situer, décrire | | Pour expliquer une cause/ une conséquence parce que donc , alors | |
| | | Les routines et directives | Noms : crayons, vestiaire, sac à dos Verbes : écouter attendre, partager | Les responsabilités | Noms : responsabilité, règle, tâche Verbes : suivre, respecter, choisir | Le passé et les traditions | Noms : histoire tradition ancêtre Verbes raconter, célébrer, se souvenir | Les traditions culturelles | Noms : danse, musique, vêtement Verbes : célébrer, porter, chanter | | | |
| Exploring and Reflecting / Explorer et réfléchir (Language Comprehension / Compréhension du langage) | Vocabulary (breadth, precision, links, words in certain disciplines eg. math etc.) / Vocabulaire (étendue, précision, liens, sens, mots de certaines disciplines eg. math etc.) | Sciences Thèmes : | | Sciences Thèmes: | | Sciences Thèmes: | | Sciences Thèmes: | | | | |
| | | Les plantes | Noms : plante, fleur, feuille Verbes : pousser, arroser, planter | Saisons et temps | Noms : saison, pluie, neige Verbes : changer tomber, briller | Les états de la matière | Noms : solide, liquide, gaz Verbes : fondre, geler, évaporer | Biodiversité | Noms Écosystème, habitat, chaîne alimentaire Verbes : survivre se nourrir s'adapter | | | |
| | | Les animaux | Noms : chat, vache, oiseau Verbes : marcher, courir, voler | Vivant/Non-vivant | Noms : animal, plante, roche Verbes : pousser, respirer, bouger | Les cycles de vie | Noms : œuf, chenille, adulte Verbes : éclore, grandir, se transformer | Énergie thermique | Noms : Chaleur, solide, source d'énergie chauffer fondre bouillir | | | |
| | | Les saisons | Noms : été, hiver, automne Verbes : changer tomber, neiger | 5 Sens | Noms : nez, oreille, yeux Verbes : sentir, entendre, toucher | Les besoins des êtres vivants | Noms : air, eau, nourriture Verbes : boire, manger, respirer | Changements du relief | Montagne, rivière, la glace s'éroder couler façonner | | | |
| Exploring and | Vocabulary (breadth, precision, links, words in | Maths | | Maths | | Maths | | Maths | | | | |
| | | Nombres | Noms : un, dizaine, cubes Verbes : compter, ajouter, dire | Les nombres et opérations | Noms : nombre, somme, zéro Verbes : compter ajouter, soustraire | Les relations numériques | Noms : paire, moitié, dizaine Verbes grouper, estimer, comparer | La multiplication et division | Noms : groupe, produit, reste Verbes : multiplier, diviser, regrouper | | | |
| | | Les formes | Noms : angle | Les formes et | Noms : rectangle | Les mesures | Noms : centimètre | Les fractions | Noms : positif | | | |

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| Exploring and Reflecting / Explorer et réfléchir (Language Comprehension / Compréhension du langage) | certain disciplines eg. math etc.) / Vocabulaire (étendue, précision, liens, sens, mots de certaines disciplines eg. math etc.) | | carré, triangle Verbes : tracer, nommer trouver | l'espace | cube, ligne Verbes : tourner, placer, construire, vocabulaire spatial : sur, a cote de, devant | mesure, mètre Verbes mesurerestimer, compter | | tiers, fraction Verbes : partager, découper, représenter | | | | | |
| | | Les mesures | Vocab: (plus, moins)grand, petit, long Verbes : comparer, mesurer, estimer | Les données et les graphiques | Noms : tableau, image, catégorie Verbes : classer, observer, cocher | La géométrie (objets 2/3 dimensions) | Noms : angle, sommet, côté Verbes : dessiner, identifier, tourner | L'analyse des données | Noms : graphique, barre, fréquence Verbes : organiser, analyser, lire | | | | |
| Exploring and Reflecting / Explorer et réfléchir (Language Comprehension / Compréhension du langage) | Language Structure (syntax, semantics etc.) / Structure langagières (syntaxe, sémantique etc.) | Recognizes and responds to simple instructions | eg. Viens ici, Regarde ici | Understands simple subject-verb sentences and questions | Le chat mange, J'aime les pommes; Est-ce que tu as une bicyclette? | Understands expanding sentence structures such as negatives and simple descriptions | Je n'aime pas les carottes) Regarde le gros chien brun! | Understands expanding sentence structures | conjunctions and simple prepositions (eg. et, ou, avec, pour, parceque, mais, ...) la négation (ne...pas) prefixes (eg. re) suffixes (eg. ette, eau...) | Understands and responds to wider variety of complex sentence types (e.g., with adverbs, time markers) | eg. J'irai à la bibliothèque demain, après l'école. Elle parle doucement | Understands and responds to various forms of inter connected text structures and inferential or hypothetical questions | Pourquoi personnage x a changé d'avis? Que ferais-tu à sa place ? |
| | | Understands and responds to simple yes/no or familiar-choice questions | Tu veux du lait ? C'est un chien ou un chat? | Deconstruct a sentence into word groups to enhance comprehension | | Understands and responds to simple questions | Où est ton livre, Qui est dans la classe(e.g., who, what, when, where) | Understand and respond to more complex questions such as those needing explanations of reasons (Pourquoi tu aimes ce jeu, Quand est-ce que tu vas à la maison?) | | Understands and responds to questions that require elaborations, clarifications, or justifications (arguments) | Peux tu m'expliquer ce que tu veux dire par X? Est-ce que ce personnage est courageux? Pour quoi our pourquoi pas? | Understand and discriminate affix function for meaning and syntactic functions | Préfixes et suffixes (able, ail, ain(e), aire, ais(e), ation, er, ier, ière, et, ette, ité, re, dé, dés, in, im, pré, inten) |
| | | | | | | Recognize grammatical components | a verb, noun, and adjective | Introduce the concept of affixes to help determine meaning of unfamiliar words | Bicycle= deux+ roues | Reinforce common affixes and explore both meaning and syntactic change | Préfixes et suffixes (able, ail, ain(e), aire, ais(e), ation, er, ier, ière, et, ette, ité, re, dé, dés, in, im, pré, inten) Suffixes for Verb moods and tenses associated with the genres being studied | | Suffixes for Verb moods and tenses associated with the genres being studied |
| | | Make and verify predictions | By using visual clues Regarde les images sur la couverture. Est-ce que tu penses que c'est un livre a | Make and verify predictions based on a <u>text</u> | Hier on a lu...Que penses tu que personnage X va faire? | Make and verify predictions based on textual cues | Hier on a lu...Que penses-tu que personnage X vas faire? Pourquoi tu penses cela? | Make and verify predictions based on <u>textual cues</u> | discourse markers, key words, themes, images | Formulate hypotheses based on <u>textual cues</u> | | Select and apply a range comprehension strategies | eg. predictions, visualizing, inferring etc... |

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| Exploring and Reflecting / Explorer et réfléchir (Language Comprehension / Compréhension du langage) | Verbal Reasoning (inferences, metaphor, interactions, visualizing, connections, predictions, analogies etc.) / Raisonnement verbal (inférences, métaphore, langage figuré, interactions, visualisation, prédictions, analogies etc) | | propos de Sooke? | | | | | | | | | | |
| | | Make connections (text-to-self) | e.g. Marie est triste. Je suis triste. | Make connections (text-to-text, text-to-self) | according to the text | Make connections (text-to-text, text-to-self, text-to-world, text-to-media) | according to the text | Make connections (text-to-text, text-to-self, text-to-world, text-to-media) | according to the text | Make deep connections (text-to-text, text-to-self, text-to-world, text-to-media) | according to the text | Formulate hypotheses with respect to a text, and adjust these hypotheses | Integrate a range of text elements, key words and themes in order to understand the message in depth |
| | | Model visualizing information when reading | eg. "Fais un dessin de ce lieu, ce personnage | Visualize information when reading or listening | eg. "Fais un dessin de ce lieu, ce personnage | Visualize information when reading in order to facilitate comprehension | eg. "Fais un dessin de ce lieu, ce personnage | Utilise un schéma | eg. organigram (graphic organizer) | Use graphic organizers | eg. organigram (graphic organizer) | Use graphic organizers | begin selecting appropriate graphic organizers |
| | | Grasp occasional words and phrases | Recognize words and text features to understand (drawings, titles, colours etc.) | Grasp the overall meaning (gist) of a text | Identify few text features and key words to understand a text | Grasp the overall meaning (gist) of a text and make inferences | Identify the main idea the text using several key words and text features | Understand the main idea and a few details in a text to understand the message | Identify main idea using the key words to understand and make inferences | Identify the main idea in a text and relevant details | Identify the values, ideas and beliefs conveyed | Synthesize information from different texts | text dependent |
| | | Notices clues to make inferences | Model simple inferences –eg. Regarde personnage X. Est-il heureux? Non, parce que son visage est triste dans l'image. | Model simple inferences | eg. Regarde personnage X. Est-il heureux? Non, parce que son visage est triste dans l'image. | Uses additional clues to make inferences | Notices images, punctuation, personal experience. | Make pertinent inferences | eg: uses prior knowledge, personal connections | Make inferences based on a <u>text</u> | <i>eg: uses prior knowledge, personal connections and text</i> | Make pertinent inferences based on a text | |
| | | | | | | | | | | | | Analyze the interdependence of <u>text</u> and image | |
| Exploring and Reflecting / Explorer et réfléchir (Language Comprehension / Compréhension du langage) | Literacy Knowledge: Visible Concepts About Print : Print Conventions | Recognize the directionality of print | eg. Reads left to right, top to bottom | Uses basic punctuation to support fluidity, comprehension, and some intonation. | eg. Period (.), exclamation mark (!), question (?) | Uses punctuation to support fluency comprehension, and intonation effectively | eg. Pauses at commas (,); expression at exclamation (!) | Fluidly applies a range of conventions | eg. Reads dialogue with quotation marks (« »), pauses at commas, dashes (—), ellipses (...) | Recognizes additional punctuation | eg. Parentheses (), colons (:) | Recognizes complex punctuation in context | eg. Semicolons (;), multi-speaker dialogue punctuation |
| | | Recognizes spaces | | | | | | | | | | | |
| | | Notices a capital at the start of a sentence and a period at the end | | | | | | | | | | | |
| Exploring and Reflecting / Explorer et réfléchir (Language Comprehension / Compréhension du langage) | Literacy Knowledge: Visible Concepts About Print : Elements of Narrative Texts | Recognizes basic book element | eg. Cover, title, author, images | Identifies and names <u>book (text) elements</u> | eg. Cover, title, author, images | Expands awareness of narrative elements | Eg. Chapter title, illustrations connected to story | Attends to organizational markers | eg. Paragraph indentation, blank line between paragraphs, dialogue, chapter books | Discerns extended narrative elements | eg. Prologue, epilogue, series structures | Discerns complex conventions | Eg. Multiple or types of narrators, flashbacks |
| | | Recognizes simple elements | eg. Cover, title, picture/label | Identifies basic informational elements | eg. Title, headings, labels | Expands awareness of informational | eg. Table of contents, captions | Distinguishes information vs. narrative | eg. Headings vs. chapters; diagrams vs. | Uses text features to enhance comprehension | eg. Title, subtitles, table of contents, graphic organizers | Distinguishes & integrates multiple elements for | eg. Graphs, maps, sidebars |

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| Exploring and Reflecting / Explorer et réfléchir (Language Comprehension / Compréhension du langage) | Visible Concepts About Print : Elements of Informational Texts | | | | elements | eg. Headings vs. chapters; diagrams vs. illustrations | organization | illustrations; topics vs. story | | | comprehension | | | |
| | Literacy Knowledge: Invisible Concepts About Print: Narrative Text Organization | Recognizes story characters and objects & simple story sequence | eg. beginning, middle, end | Identifies basic story elements | eg. les personnages, objets, lieux, événements | Recognizes expanded story structure | eg. problème, résolution | Understands key structural elements | eg: situation initiale, élément déclencheur, montée de l'action, point culminant | Recognizes more complex narrative structures | Eg: péripéties, sous-intrigues, retours en arrière | Integrates complete narrative arc | eg: situation initiale, élément déclencheur, montée de l'action, point culminant, dénouement | |
| | Literacy Knowledge: Invisible Concepts About Print: Main Idea & Detail | Distinguish informational from narrative text | eg. Est-ce une histoire ou de l'information? | Maps story events in organizer | eg. début, milieu, fin | Maps story events in organizer | eg. (début-qui, quand; milieu-problème, pourquoi; solution-fin) | | | | | | | |
| | Literacy Knowledge: Invisible Concepts About Print: Paragraph & Essay Structure | | | | | Recognizes main idea in simple text | eg: Paraphrases the big idea of a short passage | Identifies <u>main idea</u> supporting details | eg. locates introduction, details, conclusion sentences | Identifies <u>main idea</u> , supporting details & sub-details | eg: locates examples, facts supporting details | Tracks hierarchical ideas across paragraphs | eg. Distinguishes topic, details, sub-details, examples | |
| | Literacy Knowledge: Invisible Concepts About Print: Organizational Structures of Informational Texts | | | Distinguish informational from narrative text | Structure of an informational text | Recognizes description & comparison | eg. Description markers: il y a, parce que; Comparison markers: comme, différent de | Recognizes sequence & cause/effect | eg. Sequence markers: d'abord, ensuite, enfin; Cause/effect markers: parce que, donc, alors | Recognizes problem- solution | eg. Problem markers: le problème est...; Solution markers: la solution est... | Integrates multiple structures | eg. Identifies mixed markers across a text (d'abord... parce que... la solution est...) | |
| | | | | Structure of a story | Maps comparisons and descriptions | eg. venn diagram, sequence graphic organizer | Maps sequence and cause and effect | | Eg. related graphic organizers | | | | | |
| Creating and Communicating / Créer et communiquer | Phonological Awareness | Differentiate the concept of word from a sentence and a sound | Use real words and known vocabulary (papa, elephant) | Identifies initial and final phonemes (in 1-syllable words) | eg. Quel est le premier son dans sac? (S). Quel est le dernier son ? (K) | Substitute, delete, and add sounds (in 1-syllable words) | eg. Dis : va. Enleve le « V »... Ajoute : b=ba | Phonological system in place N.B. In place at beginning of the school year, if not in place, student needs intervention (not necessarily an IEP) | | Phonological system in place | | Phonological system in place | | |
| | | Clap and count syllables | | Starts to blend and segment sounds in words (with 2 or 3 phonemes) | Blending: eg. b-a-l=bal Segmenting mal = m/a/l l lac l/a/c) | Blend and segment sounds in words (with 3 or 4 phonemes) | Blending: eg. b-a-l=bal Segmenting mal = m/a/l l lac l/a/c) | | | | | | | |

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| Créer et communiquer (Word Recognition / Identification de mots) | (syllables, phonemes etc.) / Conscience phonologique (syllabes, phonèmes etc.) | Recognize rhymes | E.g. Est-ce que lapin rhyme avec sapin ? | Starts to rhyme words with final phonemes | Produces real or non-sense words with appropriate sound | | | | | | | | | |
| | | Isolate initial and final phonemes in a word of two or three phonemes | E.g. Quel est le premier son dans sac? (S). Quel est le dernier son ? (K) | Isolates phonemes in words (3-4 phonemes) | Écoute: eg. voici le son A.. a.a... Pom : est-ce qu'il y a un a? NON | | | | | | | | | |
| | | Blends and segments words with 2 or 3 phonemes | Blending: b-a-l=bal Segmenting mal = m/a/l l lac l/a/c) | | | | | | | | | | | |
| | | Can detect a sound: | Écoute: voici le son A.. a.a... Pom : est-ce qu'il y a un a? NON | | | | | | | | | | | |
| Creating and Communicating / Créer et communiquer (Word Recognition / Identification de mots) | Decoding (alphabetic principle, spelling-sound correspondences etc.) / Décodage (principe alphabétique, correspondances lettre-son etc.) | Recognize and identify the names of the letters of the alphabet (upper case and lower case) | Letter sounds/names Vowels (a,e, i,o,u, y,) Long consonants/phonemes f, j, r, l, m,n, v, s, z Short consonants/phonemes: b, d, p, q, t, h, k, q, g, c(k), c(s) w, x | Review letter names and sounds | Letter sounds/names Vowels (a,e, i,o,u, y,) Long consonants/phonemes f, j, r, l, m,n, v, s, z Short consonants/phonemes: b, d, p, q, t, h, k, q, g, c(k), c(s) w, x | Decode common vowel and consonant digraphs | digraphs, an, un on, en, ai, ch, ph, gn oi, in | Review common digraphs | Common vowel and consonant digraphs and trigraphs (i.e., o, au, eau, eu, ou, on, en, ai, ch, ph, gn) oi, in, ain, an, un, en | Apply knowledge of advanced phonics patterns to increase automaticity of decoding | Review as needed | Apply knowledge of advanced phonics patterns to increase automaticity of decoding | Review as needed | |
| | | Recognize and identify letter sounds (upper case and lower case) | | Add: additional vowels with accents and double consonants | Hard and soft c/g | Decode context dependent digraphs | -on/om; en/em, an/am -gu(e) | Decode trigraphs and complex patterns | oin,ein, ain (ille, ouille, euille), | | | | | |
| | | Understands that letters represent speech sounds | | Introduce context dependent sounds (alternance) | | Introduce trigraphs and complex combinations | Ain, ein. Eau, Complex combinations (ille, ouille,euille) in familiar vocabulary | | | | | | | |
| | | Distinguish letters from numbers and words | | Recognize cédille (ç) | | | | | | | | | | |
| | | | | Decode simple | CV, CVC | Decode multi- | | Decode new | | Decode | | Decode complex | | |

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| <p>Creating and Communicating / Créer et communiquer (Word Recognition / Identification de mots)</p> | <p>Decoding (alphabetic principle, spelling-sound correspondences etc.) / Décodage (principe alphabétique, correspondances lettre-son etc.)</p> | | | graphemes in monosyllabic words | tu, sac, | syllabic words with known sounds | larger words, decomposing multi-syllabic words into smaller syllables | unfamiliar multisyllabic words | | multisyllabic words | | multisyllabic words in varied context | | |
| | | | | Recognize common silent letters | silent e and plural form (s) | Recognize additional silent letters | silent-(ent, x, t) | | | | | | | |
| | | | | Introduce common digraphs | (i.e., o, au, eu, ou, on, en, ai, ch, ph, gn) oi, in, ain, an, un, en | | | | | | | | | |
| | | | | Read simple sentences, with known sounds and high frequency words | | Read simple text with fluency and accuracy | | Read a <u>text</u> with fluency accuracy and intonation | Verbal intonation, voice, volume, speed, tone, pauses | Read a <u>text</u> with fluency accuracy intonation, including pronunciation of the liaisons between words | | Read a text with fluency accuracy intonation, including pronunciation of the liaisons between words | | |
| | | Recognize high frequency words from list première | | Recognize high frequency words from list deuxième | | Recognize high frequency words from list troisième | | | | | | | | |
| <p>Creating and Communicating / Créer et communiquer (Word Recognition / Identification de mots)</p> | <p>Sight Recognition (of familiar words, words that have been orthographically mapped etc.) / Reconnaissance instantanée (des mots familiers, mots qui n'ont pas fait l'objet d'une mise en correspondance orthographique etc.)</p> | <p>Recognize high frequency words from list Maternelle</p> | <p>High-frequency word list (maternelle)</p> | <p>Recognize high frequency words from list première</p> | <p>High-frequency word list première année</p> | <p>Recognize high frequency words from list deuxième</p> | <p>High-frequency word list deuxième année</p> | <p>Recognize high frequency words from list troisième</p> | <p>High-frequency word list troisième année</p> | | <p>Review sight word lists as needed</p> | | | |