

# Scope and Sequence

Amplify Reading is designed hand-in-hand with experts, drawing from the latest research. In addition to covering foundational skills, vocabulary, and comprehension, the program guides students toward building mental models as they read — a practice known as *microcomprehension*. Each of the program’s games maps to specific skills and aligns to the most rigorous reading standards.

**G** = Game(s)   **R** = Reading activity

Phonological awareness		
Kindergarten	<b>G:</b> Rhyming; Blending compound words; Segmenting compound words; Blending syllables; Segmenting syllables; Blending onset-rime; Segmenting onset-rime; Blending phonemes; Beginning/ending sound isolation	RF.K.2.A • RF.K.2.B • RF.K.2.C • RF.K.2.D
Grade 1	<b>G:</b> Beginning/ending sound isolation; Middle sound isolation; Blending phonemes; Segmenting phonemes; Counting phonemes	RF.1.2.B • RF.1.2.C • RF.1.2.D
Phonics		
Kindergarten	<b>G:</b> Individual letter sounds; Decoding VC and CVC words; Decoding words with common word families; Decoding words with consonant blends; Sight word reading	RF.K.2.A • RF.K.2.E • RF.K.3.A • RF.K.3.B • RF.K.3.C • RF.K.3.D • RF.K.4
Grade 1	<b>G:</b> Individual letter sounds; Letter combinations (digraphs and vowel teams); Decoding words with common word families; Decoding words with consonant blends; Reading words with complex letter patterns (e.g., letter combinations, VCe); Reading words with inflectional endings; Sight word reading	RF.1.3.A • RF.1.3.B • RF.1.3.C • RF.1.3.E • RF.1.3.F • RF.1.3.G • RF.1.4
Grade 2	<b>G:</b> Reading words with complex letter patterns (e.g., advanced letter combinations, various syllable types); Reading multisyllabic words; Sight word reading; Advanced letter combinations	RF.2.3.A • RF.2.3.B • RF.2.3.C • RF.2.3.D • RF.2.3.E • RF.2.3.F • RF.2.4
Vocabulary		
Kindergarten	<b>G:</b> Word categories	L.K.5.A
Grade 1	<b>G:</b> Synonyms; Antonyms; Affixes; Word categories; Shades of meaning <b>R:</b> Words in context	L.1.4 • L.1.4.B • L.1.5 • L.1.5.A • L.1.5.C • RL.1.4
Grade 2	<b>G:</b> Synonyms; Antonyms; Shades of meaning; Affixes; Multiple meanings <b>R:</b> Words in context; Descriptive words and phrases	L.2.4 • L.2.4.B • L.2.5 • L.2.5.A • L.2.5.B • L.2.6 • RL.2.4
Microcomprehension		
Kindergarten	<b>G, R:</b> Inference <b>G:</b> Cognitive flexibility	RL.K.1
Grade 1	<b>G, R:</b> Inference; Syntactic awareness <b>G:</b> Comprehension monitoring; Cognitive flexibility	L.1.1.D • L.1.5.A • L.1.5.B • RF.1.3 • RF.1.4.C • CCRA.R.1
Grade 2	<b>G, R:</b> Inference; Syntactic awareness <b>G:</b> Cause/effect; Comprehension monitoring	L.2.1.C • L.2.1.F • L.2.3 • L.2.4 • RF.2.4.A • RF.2.4.C • RL.2.10 • RI.2.3 • RI.2.8
Comprehension		
Kindergarten	<b>G, R:</b> Story elements: character, setting, problem, solution <b>G:</b> Main idea <b>R:</b> Retell and sequence	RI.K.2 • RL.K.1 • RL.K.2 • RL.K.3 • RL.K.5
Grade 1	<b>G, R:</b> Story elements: character, setting, problem, solution <b>G:</b> Main idea; Character traits <b>R:</b> Retell and sequence; Character point of view	RI.1.2 • RL.1.1 • RL.1.2 • RL.1.3 • RL.1.5 • RL.1.6
Grade 2	<b>G, R:</b> Character traits; Story elements: character, setting, problem, solution <b>G:</b> Main idea; Comprehension monitoring; Supporting inference with evidence <b>R:</b> Retell and sequence; Character point of view	RI.2.1 • RI.2.2 • RI.2.6 • RI.2.7 • RL.2.1 • RL.2.2 • RL.2.3 • RL.2.5 • RL.2.6
Text analysis		
Kindergarten	<b>R:</b> Genre characteristics	RL.K.5
Grade 1	<b>R:</b> Genre characteristics	RL.1.5
Grade 2	<b>G:</b> Comparing texts; Text schema; Evaluate evidence with statements <b>R:</b> Genre characteristics; Diagrams in text; Author’s purpose	RI.2.8 • RI.2.9 • RI.2.10 • RL.2.5 • RL.2.9 • RL.2.10