

Structured Literacy with E.A.S.E. (Laprea Education)

Common Core State Standards Crosswalk — K–2 Foundational Reading, Language, Literature, Informational Text & Speaking/Listening

Alignments reflect only the Sequences and Lessons designated for each grade in the program Scope and Sequence

Grade-Level Color Key:

Kindergarten	Grade 1	Grade 2
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About This Program

Structured Literacy with E.A.S.E. (Explicit And Systematic Essentials) by Laprea Education is a science of reading-aligned, whole-group K–2 foundational reading program organized into six sequences. It explicitly covers all strands of Scarborough’s Reading Rope. The program is organized as follows:

- Sound Sequence (26 lessons): Alphabet knowledge, letter formation, basic consonant/short vowel sounds, concepts of print — all taught in Kindergarten.
- Sequence 1 (14 lessons): CVC syllable type, all short vowels — taught in Kindergarten (Lessons 1–13) and reviewed in Grade 1.
- Sequence 2 (28 lessons): Digraphs, blends, VCE syllable type — Lessons 1–11 in Kinder/Grade 1; Lessons 12–28 in Grade 1.
- Sequence 3 (29 lessons): VV syllable type (vowel teams), VR syllable type (r-controlled), derivational suffixes, spelling rules — all in Grade 1.
- Sequence 4 (36 lessons): CV syllable type, diphthongs, long open vowels, prefixes, additional suffixes, C+LE syllable type — all in Grade 2.

Each lesson (Sequences 1–4) spans 3 days. Day 1 includes Skill Review, HFW, Phonemic/Phonological Awareness, Skill Introduction, Oral Articulation, Multisensory Exercises, Word Mapping, Decoding, and Encoding. Day 2 includes Skill Review, HFW, Phonemic Awareness, Word Chaining, Concepts of Print (Sequences 1–2), Background Knowledge, Decoding decodable text, Encoding (Word Collection), and Comprehension Quiz. Day 3 includes Phonemic Awareness, Vocabulary, Metacognitive Strategies, Comprehension Skills and Strategies, Verbal Reasoning, Nonfiction Text (select lessons), and Progress Monitoring. Sound Sequence lessons are 2-day formats with Letter Formation, HFW, Phonological Awareness, Skill Introduction, Oral Articulation, Multisensory Exercises, Application, and Concepts of Print.

KINDERGARTEN — Standards Crosswalk

Sequences: Sound Sequence (all 26 lessons) and Sequence 1 Lessons 1–13 (K-flagged in Scope & Sequence). Some Sequence 1 lessons are also flagged for Grades 1 and 2 as spiral review.

Strand	CCSS Standard	Standard Description	Program Alignment (Structured Literacy with E.A.S.E.)
Reading Foundational Skills	RF.K.1 – Print Concepts	Demonstrate understanding of the organization and basic features of print (book orientation, left-right/top-bottom directionality, word spacing, letters vs. words).	Sound Sequence: Day 2 Concepts of Print lessons in all 26 lessons address book handling, directionality, word/letter concepts. Sequence 1 (all lessons, Kinder): Day 2 Concepts of Print lessons systematically review print concepts including word boundaries, sentence structure, and book orientation.
Reading Foundational Skills	RF.K.2 – Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes): rhyme recognition/production, syllable counting/blending/segmentation, phoneme isolation (initial/final/medial), phoneme blending/segmenting, phoneme addition/deletion/substitution.	Sound Sequence (all 26 lessons, Kinder): Day 1 Phonological Awareness – syllable blending/detecting/segmenting/addition/deletion/substitution; rhyme recognition and production. Day 2 Phonological Awareness activities throughout. Sequence 1 Lessons 1–13 (Kinder-flagged): Day 1 & 2 Phonemic Awareness – initial isolation, blending, segmenting, deletion. Day 2 adds final phoneme isolation, phoneme blending, segmenting, final phoneme deletion. Day 3 adds phoneme blending, segmenting, and substitution.
Reading Foundational Skills	RF.K.3 – Phonics and Word Recognition	Know and apply grade-level phonics and word analysis: one-to-one letter–sound correspondence (26 letters), short vowel CVC words, common consonant digraphs, read common HFWs.	Sound Sequence Lessons 1–26 (all Kinder): Introduces all 26 grapheme-phoneme correspondences (c/k/, s/s/, t/t/, p/p/, f/f/, m/m/, a/ă/, i/ī/, g/g/, d/d/, n/n/, b/b/, o/ō/, k/k/, h/h/, r/r/, u/ū/, qu/kw/, l/l/, j/j/, v/v/, e/ē/, w/w/, x/ks/, y/y/, z/z/) via Skill Introduction, Oral Articulation, Multisensory Exercises, Word Mapping. HFW introduced in Lessons 1–26. Sequence 1 Lessons 1–13 (Kinder): CVC syllable type (L1), all short vowel graphemes reviewed/applied, CVC word decoding and encoding.
Reading Foundational Skills	RF.K.4 – Read Emergent-Reader Texts	Read emergent-reader texts with purpose and understanding.	Sequence 1 Lessons 1–13 (Kinder): Day 2 Decoding – scaffolded decodable text reading using echo, partner, choral, and independent reading. Day 3 Vocabulary, Comprehension Skills and Strategies, Verbal Reasoning with decodable texts.
Language	L.K.1 – Conventions of Standard English (Grammar)	Print uppercase/lowercase letters; use nouns, verbs, question words; form regular plural nouns; use prepositions; produce/expand sentences.	Sound Sequence: Day 1 Letter Formation for all 26 lessons (uppercase and lowercase formation with guided practice). Sequence 1 (Kinder lessons): Day 1 Encoding – Syntax Activities including Sentence Anagrams, Sentence Elaboration, Sentence Combining target sentence structure, nouns, verbs, and sentence expansion. Day 2 Semantics Activities include Pronouns, Prepositions, Comparatives, Categorization.
Language	L.K.2 – Conventions: Spelling/Mechanics	Capitalize first word of sentence and '!'; recognize/name end punctuation; write letters for most consonant/short-vowel sounds; spell simple words phonetically.	Sequence 1 Lessons 1–13 (Kinder): Day 1 Encoding – Dictation (words and sentences with capitals and end punctuation), comprehension sentences. Day 3 Progress Monitoring – encoding of dictated words and sentences assessing capital letters, punctuation, and phonetic spelling.
Language	L.K.4 – Vocabulary Acquisition	Determine or clarify meaning of unknown words; identify new meanings for familiar words; use glossaries/dictionaries.	Sequence 1 (Kinder lessons): Day 1 Small-Group Front-Loading – Vocabulary Support activity, Building Vocabulary (image-based word discussion). Day 3 Vocabulary – defining words from decodable text, locating synonyms/antonyms, creating illustrations and original sentences.
Language	L.K.5 – Vocabulary: Word Relationships	Explore word relationships: sort objects into categories, demonstrate understanding of verbs/adjectives by relating to antonyms/synonyms.	Sequence 1 (Kinder lessons): Day 2 Semantics Activities cycle through Synonyms, Comparatives and Superlatives, Homophones, Categorization and Classification, Semantic Map, Prepositions, and Pronouns. Day 1 Building Background Knowledge connects to text schema.
Reading: Literature	RL.K.1 – Key Details	With prompting and support, ask and answer questions about key details in a text.	Sequence 1 (Kinder lessons): Day 2 'Before Reading' Questions activate background knowledge and build schema. Day 2 Reading Comprehension quiz includes

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			explicit questions about key details. Day 3 Comprehension Skills and Strategies target literal detail recall.
Reading: Literature	RL.K.3 – Characters/Events	With prompting and support, identify characters, settings, and major events in a story.	Sequence 1 (Kinder lessons): Day 3 Comprehension Skills and Strategies – lessons address identifying characters, settings, and events in decodable fiction texts. Verbal Reasoning 'After Reading' questions require students to draw inferences about characters and story events.
Reading: Literature	RL.K.7 – Illustrations	With prompting and support, describe the relationship between illustrations and the story (characters, setting, events).	Sequence 1 (Kinder lessons): Day 1 Building Vocabulary – image-based vocabulary using book illustrations. Day 1 Comprehension activity (illustrate a sentence). Day 2 'Before Reading' questions reference visual cues in the text.
Reading: Informational Text	RI.K.1 – Key Details	With prompting and support, ask and answer questions about key details in a text.	Sequence 1 Lessons 5, 9, and 14 (Kinder): Nonfiction text component – teacher-guided discussion of a nonfiction book; nonfiction comprehension skill instruction after reading.
Speaking & Listening	SL.K.1 – Collaborative Conversations	Participate in collaborative conversations; follow agreed-upon rules; continue a conversation through multiple exchanges.	All Sequence 1 lessons (Kinder): Think-pair-share built into 'Before Reading' Questions (Day 2) and 'After Reading' Verbal Reasoning Questions (Day 3). Day 2 Semantics Activities and Day 3 Comprehension discussions are structured oral participation activities.
Speaking & Listening	SL.K.4 – Present Ideas	Describe familiar people, places, things, and events with relevant detail.	Sequence 1 (Kinder lessons): Day 3 Verbal Reasoning – students explain inferences and story details using evidence from the text. Day 2 Before Reading discussions activate and express prior knowledge.

GRADE 1 — Standards Crosswalk

Sequences: Sequence 1 (K/1/2 lessons), Sequence 2 (Lessons 1–28, most flagged Grade 1; Lessons 1–11 also flagged K), and Sequence 3 (all 29 lessons, flagged Grade 1 only — some also Grade 1/2).

Strand	CCSS Standard	Standard Description	Program Alignment (Structured Literacy with E.A.S.E.)
Reading Foundational Skills	RF.1.1 – Print Concepts	Demonstrate understanding of the organization and basic features of print: distinguish long from short sentences; recognize features of a sentence.	Sequence 1 (Grade 1 carryover lessons, flagged K/1/2): Day 2 Concepts of Print continues with sentence-level features. Sequence 2 Lessons 1–11 (Grade 1): Day 2 Concepts of Print review. Day 1 Syntax Activities (Sentence Anagrams, Elaboration, Combining) reinforce sentence-level print knowledge.
Reading Foundational Skills	RF.1.2 – Phonological Awareness	Demonstrate phonological awareness: distinguish long/short vowels in spoken single-syllable words; orally produce single-syllable words by blending; isolate and pronounce initial, medial, and final phonemes; segment spoken single-syllable words into individual phonemes.	Sequence 1 (Grade 1 lessons): Day 1 & 2 Phonemic Awareness (initial/final isolation, blending, segmenting, deletion). Day 3 phoneme blending, segmenting, substitution. Sequence 2 Lessons 1–11 (Grade 1): Day 1 Phonemic Awareness continues with isolation, blending, segmenting, deletion. Day 2 Phonemic Awareness – final isolation, blending, segmenting, final deletion. Day 3 blending, segmenting, substitution.
Reading Foundational Skills	RF.1.3 – Phonics and Word Recognition	Know and apply grade-level phonics: consonant digraphs; long/short vowels (VCE/CVC); two-letter blends; common vowel team conventions; final -e; r-controlled vowels; read grade-level irregularly spelled words.	Sequence 1 (Grade 1 lessons – L1 CVC through L14 Beginning /k/): CVC syllable type, all short vowel graphemes, _s/z/, _ve/v/. Sequence 2 Lessons 1–11 (Grade 1): _ff/_ll/_ss/_zz, _ck/k/, sh/sh/, ch/ch/, th/th/, wh/w/, qu/kw/, r-blends, l-blends, s-blends, final blends. Sequence 2 Lessons 12–28 (Grade 1): squ/thr/shr, ng/ŋ/, nk/ŋk/, compound syllable division, _tch/ch/, _dge/j/, schwa /ə/, VC/CV division, VCE syllable type, a_e/ā/, i_e/ī/, o_e/ō/, e_e/ē/, u_e/yū/, u_e/ū/, VCCCV division. Sequence 3 Lessons 1–29 (Grade 1): Suffixes _s/_es, VV syllable type, ai/ay/ee/ea/oa/oe/ie vowel teams, ea ambiguity, igh/ī/, possessives, contractions, VR syllable type, ar, or/ore, er, ir/ur, ear, air/are, schwa review, suffixes _ing/_ed/_er/_est/_ness/_less/_ful/_ly, 1-1-1 Rule, Silent e + Suffix.
Reading Foundational Skills	RF.1.4 – Read with Sufficient Accuracy and Fluency	Read on-level text with purpose/understanding; read orally with accuracy, appropriate rate, and expression; use context to confirm/self-correct.	All Sequence 1, 2, 3 Grade 1 lessons: Day 2 Decoding – scaffolded decodable text reading (echo, partner, choral, independent reading). Day 3 rereading with comprehension focus. Progress Monitoring (Day 3 every lesson) assesses encoding fluency. Lessons with nonfiction (S2 L2, L7, L11, L15, L19, L24, L27; S3 select) add genre variety.
Language	L.1.1 – Conventions: Grammar	Print all upper/lowercase letters; use common proper nouns; form regular/irregular plural nouns; use verbs; use	Sequence 1–3 (Grade 1): Day 1 Syntax Activities (Sentence Anagrams, Elaboration, Combining) address sentence structure and

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		personal/possessive/indefinite pronouns; use adjectives/conjunctions/determiners; produce/expand sentences.	expansion. Day 2 Semantics Activities include Pronouns, Comparatives and Superlatives. Sequence 3 L1 (Suffixes _s, _es) explicitly teaches plural noun formation. Sequence 3 L12 (Possessives) teaches possessive nouns. Sequence 3 L13 (Contractions) teaches contractions with pronouns (I'm, you're, etc.).
Language	L.1.2 – Conventions: Spelling/Mechanics	Capitalize dates/names; use end punctuation; use commas in dates/series; use conventional spelling for words with common patterns and for frequently occurring irregular words; spell untaught words phonetically.	Sequence 1–3 (Grade 1): Day 1 Encoding – Dictation (words + sentences with capitalization and end punctuation). Day 3 Progress Monitoring encodes dictated words/sentences. Sequence 3 L27 (1-1-1 Rule) and L28 (Silent e + Suffixes) teach explicit spelling rules. HFW Read-Spell-Write-Extend in every lesson builds irregular word spelling.
Language	L.1.4 – Vocabulary Acquisition	Determine or clarify meaning of unknown words; use sentence-level context as a clue; use affixes as clues; identify root words.	Sequence 1–3 (Grade 1): Day 3 Vocabulary – decode, define, find synonyms/antonyms, illustrate, and use in sentences. Sequence 3 Lessons 22–26 (Suffixes _ing, _ed, _er/_est, _ness/_less, _ful/_ly) explicitly teach how suffixes change word meaning and link to root words.
Language	L.1.5 – Vocabulary: Word Relationships	Sort words into categories; define words by category and key attribute; distinguish shades of meaning; use words/phrases acquired through conversations and reading.	Sequence 1–3 (Grade 1): Day 2 Semantics cycle (Synonyms, Comparatives/Superlatives, Homophones, Categorization/Classification, Semantic Map, Prepositions, Pronouns) directly addresses sorting, categorizing, and shade of meaning. Day 1 Building Background Knowledge and Day 3 Vocabulary build acquired vocabulary.
Reading: Literature	RL.1.1 – Key Details	Ask and answer questions about key details in a text.	Sequence 1–3 (Grade 1): Day 2 Reading Comprehension quiz (phonics-related, explicit, and implicit questions). Day 3 Comprehension Skills and Strategies explicitly target key detail recall and text-based questions.
Reading: Literature	RL.1.3 – Characters/Events	Describe characters, settings, and major events using key details.	Sequence 1–3 (Grade 1): Day 3 Comprehension Skills and Strategies lessons address story elements in each decodable fiction text. Verbal Reasoning 'After Reading' questions require evidence-based inference about characters and events.
Reading: Literature	RL.1.4 – Word Meanings	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Sequence 1–3 (Grade 1): Day 3 Vocabulary – identify and discuss vocabulary terms in the decodable text. Metacognitive Strategies (Visualizing, Making an Inference) draw attention to sensory and emotional language.
Reading: Literature	RL.1.6 – Point of View	Identify who is telling the story at various points in a text.	Sequence 1–3 (Grade 1): Day 3 Comprehension Skills and Strategies – lessons include narrative perspective and story point of view

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			instruction in applicable decodable texts.
Reading: Informational Text	RI.1.1 – Key Details	Ask and answer questions about key details in a text.	Sequence 2 (Grade 1, nonfiction lessons – L2, L7, L11, L15, L19, L24, L27): Nonfiction text component with teacher-guided comprehension discussion and nonfiction skill instruction. Sequence 3 select lessons also include nonfiction text.
Reading: Informational Text	RI.1.5 – Text Structure	Know and use text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information.	Sequence 2 & 3 (Grade 1, nonfiction lessons): Day 3 Nonfiction Text – teacher explicitly addresses nonfiction text features and how to use them. Day 3 Comprehension Skills and Strategies include nonfiction-specific strategies (Determining Importance, Summarizing).
Speaking & Listening	SL.1.1 – Collaborative Conversations	Participate in collaborative conversations; follow rules for discussion; build on others' talk; ask for clarification.	All Grade 1 lessons (S1–S3): Think-pair-share embedded in 'Before Reading' (Day 2) and 'After Reading' Verbal Reasoning (Day 3). Day 2 Semantics Activities structure peer discussion. Day 3 group comprehension and vocabulary discussion.
Speaking & Listening	SL.1.4 – Describe	Describe people, places, things, and events with relevant details; express ideas and feelings clearly.	Sequence 1–3 (Grade 1): Day 3 Verbal Reasoning – students articulate story inferences with textual evidence. Day 3 Comprehension Skills and Strategies require students to describe characters, settings, and events verbally and/or in writing.

GRADE 2 — Standards Crosswalk

Sequences: Sequence 2 Lessons 1–11 (K/1/2 carryover), Sequence 2 Lessons 20–26 (Grade 1/2), Sequence 3 Lessons 2–9 (Grade 1/2), and Sequence 4 (all 36 lessons, Grade 2 only).

Strand	CCSS Standard	Standard Description	Program Alignment (Structured Literacy with E.A.S.E.)
Reading Foundational Skills	RF.2.3 – Phonics and Word Recognition	Know and apply grade-level phonics: distinguish long/short vowels in one-syllable words; know spelling-sound correspondences for common vowel teams; identify real/nonsense words; decode two-syllable words with long vowels and VC/CV patterns; read words with common prefixes/suffixes; identify words with inconsistent but common spelling-sound correspondences; read grade-appropriate irregularly spelled words.	Sequence 2 Lessons 1–11 (Grade 2 carryover – K/1/2 flagged): <i>_ff/ _ll/ _ss/ _zz, _ck, sh, ch, th, wh, qu, r-blends, l-blends, s-blends, final blends</i> . Sequence 2 Lessons 20–26 (Grade 1/2): VCE syllable type, <i>a_e/ā/, i_e/ī/, o_e/ō/, e_e/ē/, u_e</i> vowel team spellings. Sequence 3 Lessons 2–9 (Grade 1/2): VV syllable type, <i>ai/ay/ee/ea/oa/oe/ie</i> vowel teams, <i>ea</i> ambiguity. Sequence 4 Lessons 1–36 (all Grade 2): Plural possessives, <i>y</i> as vowel (<i>ē/ī</i>), CV syllable type, long vowels (<i>a/i/o/u/e</i> as open syllables), <i>_ild/ _ind/ _old/ _olt/ _ost, V/CV</i> syllable division, prefixes (<i>un-/re-/in-/sub-/pre-/dis-/mis-/non-/be-/de-</i>), diphthongs (<i>oy/oi, ow/ou, ow/ō</i>), vowel digraphs (<i>oo, ue/ui/ew</i>), <i>aw/au, a/aw</i> , silent letters, suffixes (<i>_ion/ _ment/ _ous/ _ish/ _able/ _ure</i>), <i>_y</i> spelling rules, C+LE syllable type, <i>c/s/ g/j/</i> , VV syllable division.
Reading Foundational Skills	RF.2.4 – Read with Sufficient Accuracy and Fluency	Read on-level text with purpose and understanding; read orally with accuracy, appropriate rate, and expression on successive readings; use context to confirm/self-correct.	All Sequence 2–4 Grade 2 lessons: Day 2 Decoding – scaffolded decodable text reading (echo, partner, choral, independent). Day 3 rereading with comprehension and metacognitive strategy focus. Day 3 Progress Monitoring (every lesson) assesses encoding accuracy. Word Chaining (Day 2) builds rapid sound-to-spelling automaticity.
Language	L.2.1 – Conventions: Grammar	Use collective/irregular nouns; form/use frequently occurring irregular plural nouns; use reflexive pronouns; form/use past tense of frequently occurring irregular verbs; use adjectives/adverbs; produce/expand/rearrange simple/compound sentences.	Sequence 4 (Grade 2): Day 1 Syntax Activities throughout all lessons (Sentence Anagrams, Elaboration, Combining) target sentence expansion, irregular verbs in sentences, and compound sentence construction. Day 2 Semantics Activities include Pronouns (reflexive), Comparatives/Superlatives (adjectives/adverbs). Sequence 4 L1 (Plural Possessives) and L2 (<i>y/ē/, y/ī/</i>) address noun/adjective distinctions.
Language	L.2.2 – Conventions: Spelling/Mechanics	Capitalize proper nouns; use commas in greetings/closings; use apostrophes in contractions/possessives; generalize learned spelling patterns; consult reference materials.	Sequence 4 (Grade 2): Day 1 Encoding Dictation with capitalization and punctuation throughout. Sequence 4 L1 (Plural Possessives) teaches apostrophe use. Day 3 Progress Monitoring encodes dictated sentences. Sequence 4 L30–L31 (<i>_y + 1-1-1 Rule, _y Spelling Rule</i>) teach explicit spelling generalizations.

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Language	L.2.4 – Vocabulary Acquisition	Determine or clarify meaning of unknown words; use sentence-level context; use known prefixes/suffixes; use root words; use glossaries/dictionaries.	Sequence 4 (Grade 2): Day 3 Vocabulary throughout all lessons. Sequence 4 Lessons 13–16 (Prefixes un_, re_, in_, sub_, pre_, dis_, mis_, non_, be_, de_) explicitly teach prefix meanings and how they modify base words. Sequence 4 Lessons 28–29 (Suffixes _ion/_ment/_ous, _ish/_able/_ure) teach derivational suffixes and meaning change.
Language	L.2.5 – Vocabulary: Word Relationships	Identify real-life connections between words and their use; distinguish shades of meaning among closely related verbs and adjectives.	Sequence 4 (Grade 2): Day 2 Semantics Activities cycle (Synonyms, Comparatives/Superlatives, Homophones, Categorization/Classification, Semantic Map, Prepositions, Pronouns) builds word relationship knowledge. Day 3 Vocabulary – synonyms, antonyms, illustrations, and original sentence use in all lessons.
Reading: Literature	RL.2.1 – Key Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details.	Sequence 4 (Grade 2): Day 2 'Before Reading' Questions (schema/background). Day 2 Reading Comprehension quiz (explicit questions). Day 3 Comprehension Skills and Strategies – direct instruction in text-based questioning and key detail identification.
Reading: Literature	RL.2.3 – Characters/Events	Describe how characters in a story respond to major events and challenges.	Sequence 4 (Grade 2): Day 3 Comprehension Skills and Strategies target character response to events in fiction decodable texts. Day 3 Verbal Reasoning 'After Reading' questions require evidence-based inference about character motivation and actions.
Reading: Literature	RL.2.5 – Text Structure	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	Sequence 4 (Grade 2): Day 3 Comprehension Skills and Strategies – story structure (beginning/middle/end) addressed in decodable fiction texts. Metacognitive Strategies (Summarizing, Synthesizing, Evaluating) address narrative arc.
Reading: Literature	RL.2.6 – Point of View	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading aloud.	Sequence 4 (Grade 2): Day 3 Verbal Reasoning and Comprehension discussions address character perspective. Day 2 Decoding – partner and echo reading support reading with expression and character voice.
Reading: Informational Text	RI.2.1 – Key Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details.	Sequence 4 (Grade 2, nonfiction lessons): Day 3 Nonfiction Text component with explicit nonfiction comprehension skill instruction and text-based discussion. Day 2 'Before Reading' Questions activate background knowledge for nonfiction topics.

Strand	CCSS Standard	Standard Description	Program Alignment (Structured Literacy with E.A.S.E.)
Reading: Informational Text	RI.2.4 – Vocabulary in Context	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic.	Sequence 4 (Grade 2): Day 3 Vocabulary – decode and define content-specific vocabulary from decodable texts. Bold vocabulary words in Background Builder passages discussed in Day 1 front-loading.
Reading: Informational Text	RI.2.6 – Author's Purpose	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Sequence 4 (Grade 2, nonfiction lessons): Day 3 Comprehension Skills and Strategies – lessons address author's purpose in nonfiction texts. Metacognitive Strategy (Determining Importance) supports understanding of informational text purpose.
Speaking & Listening	SL.2.1 – Collaborative Conversations	Participate in collaborative conversations with diverse partners; follow rules for discussion; build on others' talk; ask for clarification.	All Sequence 4 Grade 2 lessons: Think-pair-share in 'Before Reading' (Day 2) and 'After Reading' Verbal Reasoning (Day 3). Day 2 Semantics Activities and Day 3 group comprehension discussions structured as collaborative talk. Day 3 small-group differentiated comprehension support includes discussion.
Speaking & Listening	SL.2.4 – Tell a Story/Experience	Tell a story or recount an experience with appropriate facts and relevant details; speak audibly in coherent sentences.	Sequence 4 (Grade 2): Day 3 Verbal Reasoning – students retell or recount story events with evidence from the text. Comprehension Skills and Strategies (Summarizing, Synthesizing) require coherent oral retelling.

Notes on Using This Crosswalk

- All Scope & Sequence grade assignments are based on the Structured Literacy with E.A.S.E. program Scope and Sequence (Sound Sequence © 2024 Laprea Education, p. 5–6). Lessons flagged for multiple grades appear in the crosswalk for all applicable grades.
- Some CCSS standards span multiple grades (e.g., RF.K.3 and RF.1.3 both address phonics but at different complexity levels). The program's spiral scope ensures skills introduced in one grade are reinforced and extended in later grades.
- Scarborough's Reading Rope strands addressed per lesson activity: Background Knowledge (Day 2 Before Reading), Vocabulary (Days 2–3), Language Structures (Day 1 Syntax, Day 2 Semantics), Verbal Reasoning (Day 3 After Reading), Literacy Knowledge (Day 2 Concepts of Print; Day 3 Comprehension), Phonological Awareness (Days 1–3), Decoding (Day 1 Word Mapping; Day 2 Word Chaining; Days 1–3 Decoding), Sight Recognition (Days 1–2 HFW; Days 1–3 Reading).
- Standards not addressed by this program (e.g., RL writing standards, W strand, extended RI research strands) require supplemental instruction.