



Reading Science in Schools

Instructional Routine

Example Booklet

K–Year 2

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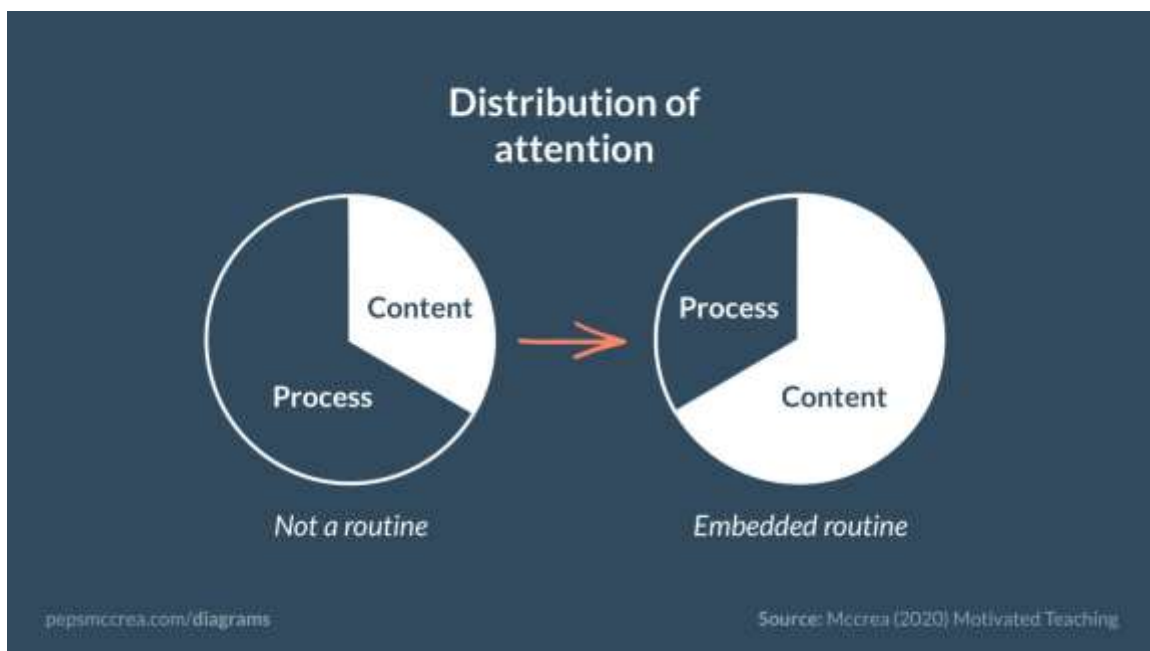
Introduction

What is an instructional routine?

A sequence of specific and repeatable designs or consistent steps for delivering content across a range of learning areas. The routine becomes familiar for both the teacher and the students, enabling all students to engage more fully in learning opportunities (Kelemanik, Lucenta, & Creighton, 2016).

Why are instructional routines important?

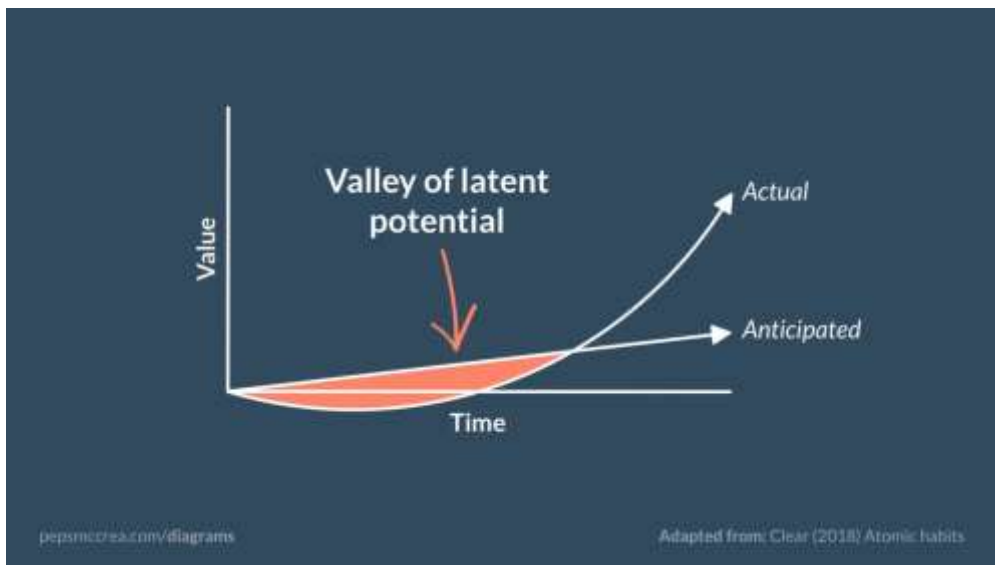
- Instructional routines reduce the cognitive load on working memory because they shift the balance of attention.
- Students spend less time thinking about the “how” of their learning, and can spend more time thinking about the “what” of their learning.
- When the instructional routine is familiar, working memory is freed up to process new information.
- Clearly defined routines support student engagement and behaviour.
- Instructional routines also reduce the cognitive load for teachers by freeing up mental capacity to monitor learning and be more responsive
- Instructional routines allow the teaching of content to be efficient – get in, get the job done and have more time for other things, like – play based learning, developing oral language, sharing stories, gross/fine motor skills etc!



Instructional routines that are consistent enable students spend less time thinking about the “how” of their learning, and can spend more time thinking about the “what” of their learning.

How to effectively implement instructional routines

- Instructional routines take time and effort to establish
- Often involve a dip in performance
- During this phase it is very tempting to give up – feels like a total waste of time
- Clear (2018) calls this the “Valley of Latent Potential”
- The time it takes to automate depends on complexity and how frequently we run it
- During the automating stages routines require higher levels of energy to maintain
- This effort is NOT being wasted – it is being stored
- If you stick with it, a tipping point is reached where the benefits outweigh the investment



(McCrae (2020) Motivated Teaching)

How to reduce the failure rate of instructional routines

- Instructional routines often fail in the beginning because we try to do too much too quickly
- Reduce failure rate by first focusing on consistency
- Once routines are consistent, increase the level of challenge
- Punchy Cue: song / action/ cue to intro/begin routine that is:
 - distinct – so students don't get mixed up with other routine
 - multi-modal (combine speech/noise + actions)
 - punchy – quick and impactful
- Easy Opener: consider the initial action required by the routine – easier it is, better chance student commitment for the rest of the routine, build up the content complexity



Instructional Routines

Daily Review

- Structured, fast pace session of previously taught content that takes place usually at the beginning the English block, prior to introducing new content.
- Packed full of content taught yesterday, a week ago, a month ago, or even a year ago (Kenny, 2019)
- Can last between 15–30mins
- Includes the use of engagement norms to maintain student focus and attention
- Provides opportunity aligned with the science of how we learn – spaced and retrieval practise, interleaving to minimise the forgetting curve
- Usually done via PowerPoint



PP Daily Review T2Wk3

Watch one:

https://vimeo.com/545429855/0f3ac7f5d1?fbclid=IwAR2_aN02_UhP3iEhJqUj1hqzMlsfpEQmA7VGT0hg46vFM1LJ7_ntknp5WTK

What could be included in a daily review

Content	Explanation
Phonemic awareness	<ul style="list-style-type: none"> • Pictures of objects – students identify beginning sound, end sound, middle sound, segment all sounds then blend together to say the word
Phonics	<ul style="list-style-type: none"> • Call out of letter/sounds taught to date • Read / spell words with target sounds taught in previous term, previous weeks, yesterday
High frequency words	<ul style="list-style-type: none"> • Reading HFW – saying sounds and blending to read the word using sound buttons • Spelling HFW – words taught in previous term, previous weeks, yesterday
Fluency	<ul style="list-style-type: none"> • Reading words with target sounds taught in previous term, previous weeks, yesterday • Reading piece of connected text with target sound/s taught in previous term, weeks, yesterday
Vocabulary	<ul style="list-style-type: none"> • Review of tier 2 words taught in previous term, previous weeks, yesterday using activities as suggested by Beck & McKeowan (2013)
Grammar (syntax + morphology)	<ul style="list-style-type: none"> • Review of sentence work taught to date – e.g. what is a sentence, what is a fragment • Activities as suggested in The Writing Revolution e.g. but / so /because, sentence combining, sentence expansion, sentence vs. fragment, identify subject / predicate • Review of morphemes taught – linked to vocabulary / phonics
Comprehension	<ul style="list-style-type: none"> • Shared reading of decodable text – teacher read first while students track, then read together • Literal and inferential questions asked

Phonemic Awareness

Key Messages:

- Kindergarten: (year prior to formal schooling)
 - Begin with phonological sensitivity tasks (rhyme, syllable, onset-rime), move to phoneme level tasks semester two
 - Don't labour over phonological sensitivity tasks – there is no evidence that children require these as a prerequisite for developing phoneme level skills
- Foundation: (first year of formal schooling)
 - Focus on phoneme level skills, introduce letters once children can orally blend and segment a set of individual phonemes
- Year 1–Year 2:
 - Phoneme level skills (blending, segmenting, manipulation) within phonics routine
- Begin with familiar CVC words, move to CVCC, CCVC
- Use continuous sounds in the beginning
<https://www.whatihavelearnedteaching.com/stop-sounds-vs-continuous-sounds-need-know-difference/#:~:text=What%20are%20the%20Continuous%20Sounds%3F&text=They're%20the%20sounds%20that,sounds%20is%20pretty%20straight%20forward.>
- Use connected phonation to support blending
<https://www.readingrockets.org/research-by-topic/connected-phonation-more-effective-segmented-phonation-teaching-beginning-readers>

Brady (2020): A 2020 Perspective on Research Findings on Alphabets (Phoneme Awareness and Phonics): Implications for Instruction (Expanded Version)
<https://www.thereadingleague.org/wp-content/uploads/2020/10/Brady-Expanded-Version-of-Alphabets-TRLJ.pdf>

Kindergarten Routine

Semester 1:

- Rhyme detection – identifying which two words from a set rhyme
- Rhyme generation – generating a rhyming word from a given word
- Identifying syllables – words with 2, 3, 4 syllables
- Onset rime – blending / segmenting onset with rime to identify word

Semester 2:

Phoneme – initial, final, medial sound identification in CVC

Foundation – Year 2

(*linked with graphemes once confidently blending/segmenting a small set of sounds*)

- Phoneme – initial, final, medial sound identification in CVC words
- Phoneme blending / segmenting CVC words, moving to CVCC, CCVC, multisyllabic
- Phoneme manipulation – deletion, addition and substitution tasks

Phonics

Phoneme focus: State explicit learning intention and success criteria

For example:

"We are learning to read and spell words with the 'X' sound/spelling. We will say the sounds and read the words. We will sound out and write the words."

REVIEW

Review of previously taught grapheme phoneme correspondences (GPC's)

Review previously taught tricky AND high frequency words

We do

TEACH

Whole class explicit instruction

Intro new GPC

Printing instruction with Peggy Lego cues

Sound out, build, read and write words containing new GPC

I do

PRACTISE

Whiteboard work: sound out, build, write and read words

Teacher uses movable alphabet, sound lines, sound boxes, sound marking, PowerPoints

We do

APPLY

Spelling templates

https://drive.google.com/file/d/1FCk88AU1H99gsHzdu6D3qTjXXtHk_7o6/view?usp=sharing

Sound Swaps/Switch It

Phonics dictation sentences - for **teaching AND assessing**

Sentence work with target GPC

Word list reading with target GPC

Reading connected text (decodable) with target GPC

You do

Find a few good powerful routines that you can use over and over again. You don't need a gazillion activities. If they're effective, kids don't get tired of them
(Glaser, 2021)

Whole Class Decodable Text Reading

State explicit learning intention and success criteria (modify as required for year level)

e.g. Learning Intention: We are learning to read words with the 'X' sound/spelling. We will say the sounds and read the words. We will read the sentences and sound out 'all through the words'.

e.g. Success Criteria: I will read some/all High Frequency/Tricky Words without needing to sound them out. I will sound out words that I cannot instantly read. I will pause at fullstops. I will re-read sentences so that I understand the words.

Review of previously taught grapheme phoneme correspondences (GPC's)
Review previously taught tricky AND high frequency words

We do

Intro to decodable text - focus code, title, front cover illustration, decode character names.

1st Read of Text

Whole class explicit instruction of reading the text.

Teacher model sounding out words, highlight focus code. Draw attention to sentence types/features, punctuation (exclamations, questions, speech).

Model re-reading sentences to maintain meaning.

I do

2nd Read of Text

Class/small group participation.

During: Decoding words, attending to punctuation, re-reading sentences with fluency.

After: Decode focus words, discuss comprehension questions.

We do

3rd Read of Text

Read to teacher/adult (pull aside, needs based).

Partner reads - word lists or text level

Phonics based work at word and sentence level:

- mini booklets, read and draw, edit sentences, write sentences to match illustrations from text, dictation sentences from text, spelling work with focus code, iPads -listen to text again, read along to text, record reading of text, provide extension text, decoding apps/games

You do

High Frequency Words

All words need to be recognised by “sight” for fluent reading, regardless of whether their spelling is considered regular or irregular. The teaching of these words (sometimes called sight or tricky words, high frequency words) is most effectively done through attending to sound/spelling correspondence and where applicable, the morphology/etymology of the word. This is to facilitate the process of orthographic mapping.

- **NOTE:** Follow the sequence of high frequency words (HFW) in the phonics program you are using, however where possible group these words by similar sound / spelling pattern / word family (e.g. go, going)

This routine can be used for the teaching of HFW (example below is for the word “go”)

1. Have letter tiles ready or write the sounds on the board for the HFW you are going to teach.
2. Explain to students that they are going to learn to read and spell a new word “go”
3. Use the word in a sentence e.g. I like to go to the beach”
4. Ask students to segment the sounds in the word – /g/ /o/. Yes! it is /g/ /o/
5. Ask students to point to which letter tile represents the /g/ sound (always do this for sounds they already know.
6. Next explain to students that in this word, the letter ‘o’ is representing the /oe/ sound. Explain to students the concept that letters can represent more than one sound.
7. Model blending the sounds together to the students – /n/ /o/ no
8. Have students blend the sounds together as a class. Explain to them by pointing to ‘o’ and saying “I want you to say /oa/ here (pointing to letter ‘o’).
9. Now let’s all say these sounds and read the word together again /n//o/ = no. That’s right, this word says ‘no’.
10. Have students segment and spell the word
11. Next say “I’m going to show you some other words where this letter (point to ‘o’) also is representing the /oa/ sound. Repeat the process from Steps 3 to 7 for other HFW with the same pattern e.g. no, so, most, going
12. Have students practise reading and spelling all of the words.
13. Reiterate “now what sound is this letter representing in these words? Yes, that’s right! In these words the letter ‘o’ is representing the /oe/ sound. We have to remember to say /o/ when reading these words, and when spelling them use the letter ‘o’.
14. Have students read sentences / use dictation with the HFW to consolidate learning

NOTE: Always teach the morphology / etymology of the word also if related to its spelling

Letters and Sounds HFW Package:

<https://drive.google.com/file/d/1BRrEB5oQrTcgKvvAaY2GITQJ-NhlcvtY/view?usp=sharing>

Link to HFW Package:

<https://drive.google.com/file/d/1BRrEB5oQrTcgKvvAaY2GITQJ-NhlcvtY/view?usp=sharing>

Sentence Dictation

Use sentences that contain target sound / spelling
(e.g. take from focus decodable reader)

- A. Consider your purpose for the dictation
 - a. If it's for guided practice then review focus sound/spellings and punctuation prior to dictation
 - b. Don't review sound/spelling if the dictation will be for summative assessment
- B. Adult says the sentence in full
- C. Students repeat the sentence back
- D. Provide differentiated support to those students that may require it (e.g. a line for each word, spelling at the top of their whiteboard).
 - *See RSiS google drive for templates
https://drive.google.com/drive/folders/1_Wg-6aAKzJwhNyx88nyT1aP2tUQ7x4Q?usp=sharing
- E. Adult says first one or two words again and instructs students to write them, moving around the room providing corrective feedback for any spelling errors. Repeat process until all words have been dictated.
 - *Encourage students to say the sounds as they write the words
- F. Students chin their whiteboard once complete for adult to view / provide feedback
- G. Students read their sentence back aloud / adult asks individual students to read aloud

Paired Fluency Reads

Routine Overview

- Students can be paired based on similar code knowledge and fluency rate OR be paired weaker / stronger reader.
- Text selection based on high accuracy! Focus is on rate/prosody. Students should not be reading texts whereby their accuracy isn't close to 100%. **Decoding assessment and correct text placement is paramount.**
- Students read for 4 minutes each. Timer is set each time (by teacher).
- When Student 1 (S1) reads, Student 2 (S2) is following along. S2 can correct student if there is a mistake made.
- Total time for routine: Approx. 10 minutes (8 minutes reading, 2 minutes set-up/pack-up).

Text Selection

- Decoding assessment and correct text placement is paramount (e.g. Phonic Books)
- Decodable readers - high accuracy, developing fluency.
- For students 'off the code' (can read extended code decodable readers with accuracy and fluency), choose short age-appropriate texts/passages that link into whole class comprehension focus.
 - Articles
 - Passages from novels (with lots of dialogue)
 - Plays
 - Poems
 - Speeches

Watch video explanation of this routine by Stephanie here:
<https://youtube.com/PZnmTIIe8x0>

Repeated Readings

- Students read the same text 3–4 times a week.
- For short passages/speeches/ poems– at the beginning of the week, model the reading first, pick out Tier 2 vocabulary, highlight words to place emphasis/more expression. This can be done as a whole class.

Once Routine is Established

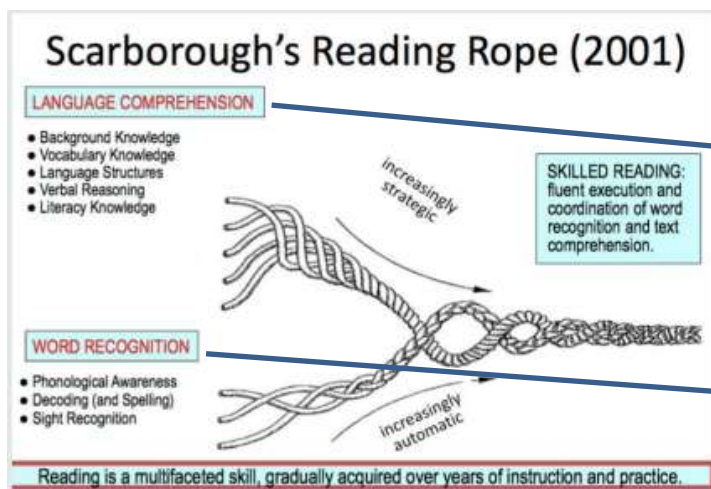
- Teacher can then work with a different pair each day. If you have an EA available, they can also focus on one pair.
- Or teacher can work with a small group using the same text (pull–aside model) while other students are doing paired reading.

Watch examples in action:
<https://www.youtube.com/watch?v=VShfYpTwlZI>
<https://vimeo.com/531060598> (password Litbits)

Structured Literacy: Developing Language Comprehension

Consider the texts used in Kindergarten – Year 2:

- Decodable texts – children read to build their code knowledge and word level reading fluency
- Authentic texts – read to the children to develop rich content / background knowledge, vocabulary, syntax, knowledge of text structures to support language comprehension



authentic texts
(read to children while they are still in the "learning to read" phase)

decodable texts
(read by children to develop code knowledge and fluency)

Ensures all children, regardless of reading ability, have access to high quality, authentic texts for development of rich language comprehension

Key Messages:

- Choose focus text that links to curriculum areas (e.g. HASS / Science) and cross-curriculum priorities
- A unit of work could run over a period of approximately 5 weeks, but may vary depending on year level (e.g. modified/shorter for K/PP)
- Where possible, establish a consistent routine for the delivery of each unit so that children can focus their working memory on the "what", not the "how"
- Include content from focus text in daily reviews to encourage retrieval practise

Structured Literacy – What could be included in a unit of work:

Prepare Phase	<ul style="list-style-type: none"> • Select focus text – link to topic / theme / curriculum focus areas (e.g. HASS, Science) • Select supporting texts • Identify the key themes and ideas within the text • Prepare PowerPoint presentation that covers the areas below
Build background knowledge	<ul style="list-style-type: none"> • Prior to first read of the story, build students background knowledge of key themes / topics / ideas within the text that they will need knowledge about in order to understand the story. • This could be done via Core Knowledge units, ReadWorks articles, YouTube videos etc.
Text reads	<ul style="list-style-type: none"> • <u>First read</u>: read through uninterrupted, pausing briefly to provide friendly definition of any tier 2 words required for comprehension of the text (3–5 words per story) • <u>Second read</u>: choose 3 key places to pause and discuss the story – read, pause, question • <u>Third / subsequent reads</u>: Grade 2 –whole class reading of the text by students depending on decoding ability • Introduce supporting texts related to topic / key themes / curriculum area
Vocabulary instruction	<ul style="list-style-type: none"> • Choose tier 2, high utility words from story to explicitly teach using Beck & McKeown instructional routine (see vocabulary instructional routine)
Grammar (Syntax + Morphology)	<ul style="list-style-type: none"> • Determine syntax focus (see RSiS syntax scope and sequence) https://drive.google.com/file/d/11mMAr_HDmqUJkJ_w-81SrCOrDWLH8FoA/view?usp=sharing • Find sentences from the story that align with your syntax focus • Explicitly teach syntax (oral to written) using content related to the story via The Writing Revolution activities • Unpack sentences in the story with complex syntax to support comprehension (e.g. passive voice) • Morphology of tier 2 high utility words
Text structure	<ul style="list-style-type: none"> • Teach macrostructure relevant to the genre focus (e.g. if narrative – who, where, when, problem, feelings, plan etc.) using icons to represent each element • Identify macrostructure elements within the text • Create graphic organiser / story map / story mountain
Comprehension questions	<ul style="list-style-type: none"> • Plan questions and anticipate responses • Ask literal and inferential questions
Application to oral /written / based tasks	<ul style="list-style-type: none"> • Use story map / mountain to orally retell the story • Act out the story using props / puppets • Draw and orally describe characters / setting / problem • Oral / written syntax activities

For a planning template please refer to this document:

<https://docs.google.com/document/d/1o9qwUor33CCLnbv156BbqkNwA3KWEBTF/edit?usp=sharing&oid=108467747049140597269&rtpof=true&sd=true>

Vocabulary

During reading

- for supporting text comprehension, provide brief student friendly definition of a few words as they arise in the text.

After reading

- for vocabulary development use instructional routine below

1. Select the set of tier 2 vocabulary words to introduce and sustain over several days (up to 10 words per week / 3–5 words per lesson)
2. Explain how word was used in the context of the story. Introduce meaning of the words using student friendly definitions – ensure the essence of the word and how it is typically used is captured and explain meaning in everyday language. (One Look.Com or COBUILD are useful dictionaries)

For example:

“Wilfred Gordon gave Miss Nancy his *precious* football.

If something is *precious* to you, you think of it as important and do not want to lose it.”

3. Provide short and lively activities that require students to process the words meaning, ensuring students explain their reasoning for their answer.

- A. Questions, Reasons, Examples
- B. Making Choices

For example:

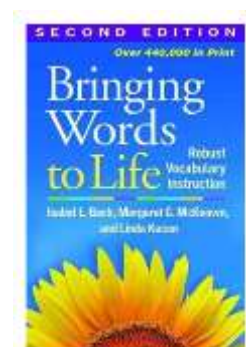
- Which one of these is precious and why? – your favourite teddy bear or your socks?
- What is something you have that is precious? Why is it precious?

4. Ask children “What’s the word that means something is important to you and you don’t want to lose it? Precious! (children to say)
5. Repeat steps 1–4 for the remaining tier 2 words for the lesson
6. Wrap up word introduction: Using all the words

After 3–5 words have been introduced in the lesson and activities delivered, bring the words together at the end of the lesson with one final activity from the list below (all detailed in Beck & McKeown,2013)

Say: “We talked about 3 words X, X and X.
Let’s think about them some more”

- *relating words
- *sentences
- *choices
- *one context for all the words
- *same format
- *children create examples



Routines suitable for each year level

Kindergarten	Pre-Primary	Year 1	Year 2
Phonological awareness	Daily review	Daily review	Daily review
Phonemic awareness	Phonemic awareness	Phonemic awareness	Phonemic awareness
Vocabulary	Phonics (covers reading and spelling)	Phonics (covers reading and spelling)	Phonics (covers reading and spelling)
Shared book reading (modified version)	High frequency words	High frequency words	High frequency words
	Whole class decodable text reading	Whole class decodable text reading	Whole class decodable text reading
	Sentence dictation	Sentence dictation	Sentence dictation
	Vocabulary	Vocabulary	Vocabulary
	Grammar (syntax + morphology)	Grammar (syntax + morphology)	Grammar (syntax + morphology)
	Paired fluency reads	Paired fluency reads	Paired fluency reads
	Shared book reading (teacher reads)	Shared book reading (teacher reads)	Shared book reading (as fluency develops teacher + students can read together)

Further supporting resources

Daily Review	<p>Daily Review Videos – David Morkunas</p> <p>https://youtu.be/6UVa99LVrvE</p> <p>https://youtu.be/Y3Kn02Q75C8</p> <p>https://youtu.be/JXIuclU3KKk</p> <p>Daily Reviews – John Kenny</p> <p>https://johnkennyweb.wordpress.com/2019/12/03/english-and-mathematics-daily-review/amp/?__twitter_impression=true&fbclid=IwAR3Tri25SLuXtJ-zwKPqtwYUPC-XlhKJL4uZ04nq2_Cb0aATJ0J3aZeV-Y</p>
Phonemic Awareness	<p>Dr Susan Brady – A 2020 Perspective on Research Findings on Alphabetics (Phoneme Awareness and Phonics): Implications for Instruction (Expanded Version)</p> <p>https://www.thereadingleague.org/wp-content/uploads/2020/10/Brady-Expanded-Version-of-Alphabetics-TRLJ.pdf</p>
Phonics	<p>Dr Susan Brady – A 2020 Perspective on Research Findings on Alphabetics (Phoneme Awareness and Phonics): Implications for Instruction (Expanded Version)</p> <p>https://www.thereadingleague.org/wp-content/uploads/2020/10/Brady-Expanded-Version-of-Alphabetics-TRLJ.pdf</p> <p>RSiS Phonics PowerPoints</p> <p>https://drive.google.com/drive/folders/1KIZk66AUJFp-5oKlwB5nXu4AFcjlL65d?usp=sharing</p> <p>RSiS Decodable Booklets</p> <p>https://drive.google.com/drive/folders/1gidfv1y7f1Ajag5ac5kl1u5clfWS6MB?usp=sharing</p> <p>RSiS Spelling Templates</p> <p>https://drive.google.com/drive/folders/1KzBaE-Trb79Qtoi8qsVRjlS9UTPuG6N?usp=sharing</p>

Sentence Dictation	RSIS Dictation Templates https://drive.google.com/drive/folders/1_Wg-6aAKzJwhNyx88nyI1aP2tUQZx4Q?usp=sharing
High Frequency Words	<p>Dr Katharine Pace Miles: How to Make Sight Word Instruction and Reading Intervention More Effective https://www.gleaneducation.com/podcast/katharine-pace-miles</p> <p>Dr. Katarine Pace Miles Types of High Frequency Words– Implications for Instruction https://youtu.be/iqkh3jb00XY</p> <p>Reading Science in Schools High Frequency Words Package file:///C:/Users/User/Downloads/Letters%20and%20Sounds%20HFW%20Package.pdf</p>
Paired Fluency Reads	<p>Reading Science in Schools Paired Fluency Reads Presentation / Resources</p> <p>https://drive.google.com/file/d/1JZXc3RwaqENkWcgpy0Q54rxc_AQm4YGM/view?usp=sharing</p> <p>https://youtu.be/VShfYpTwlZI</p> <p>https://docs.google.com/presentation/d/1DvK2mvTFqDo6VCBtj7ePoUPgeUECjt5E/edit?usp=sharing&oid=115800458234283729920&rtpof=true&sd=true</p> <p>Dr Jan Hasbrouck Reading Fluency https://youtu.be/CGzQ97hh3IU</p>
Background Knowledge	<p>Reading Science in Schools Sharing Best Practise Presentation https://drive.google.com/file/d/1-3QjqM646PONTjosvY_wuB-4_23jqXxt/view?usp=sharing</p> <p>Example Text Unit – Rumpelstiltskin https://docs.google.com/presentation/d/1VWRFU0WpnUQF25JW4gHwT9GKV0cnZWtZ/edit?usp=sharing&oid=108467747049140597269&rtpof=true&sd=true</p> <p>RSIS Text Based Units of Work (F–Yr 6) https://drive.google.com/drive/folders/1PEpM1L0Jnr3qnhA8</p>

	<p>gUTDVZg84XWleHmU?usp=sharing</p> <p>Core Knowledge Curriculum https://www.coreknowledge.org/</p> <p>RSiS Comprehension Planning Sheet https://docs.google.com/document/d/1o9qwUor33CCLnbv156BbqkNwA3KWEBTF/edit</p>
Vocabulary	<p>Bringing Words to Life (Beck, McKeowan, Kucan) https://www.speld.org.au/files/blog/robust_vocab_instruction_n_beck_mckeown_kucan_2.pdf</p> <p>Emina McLean - Vocabulary Instruction https://www.eminamclean.com/post/explicit-vocabulary-instruction-across-grades-and-subjects</p> <p>Emina McLean - Intro to vocab instruction https://youtube/8aAsP_my4Do</p> <p>Emina McLean - How to teach vocabulary and why https://youtube/sfTz3-2HtaI</p> <p>RSiS Vocabulary PowerPoints https://drive.google.com/drive/folders/1mhAJ01EIL1H44JKiSDfz2JnV6Hab_IDM?usp=sharing</p>
Syntax	<p>RSiS Writing Revolution Sentence Work Resources https://drive.google.com/drive/folders/1DW8B8K9oLcWTvJb_swd_RjjjX_GD1IYp?usp=sharing</p> <p>RSiS Syntax and Writing Revolution Templates https://docs.google.com/presentation/d/1MhDaaRmQV82gCwpBeTvUXCL3EOK9vamM/edit?usp=sharing&oid=108467747049140597269&rtpof=true&sd=true</p> <p>RSiS K-6 Syntax Scope and Sequence https://drive.google.com/file/d/1m07kCGHhb3xhj2Vqsin34IBmHLn0S0t1/view?usp=sharing</p> <p>RSiS Low Variance Syntax Scope and Sequence https://drive.google.com/file/d/11mMAr_HDmqUJkJ_w-81SrC0rDWLH8FoA/view?usp=sharing</p>