



Science of Reading: Learning Objectives and Scope & Sequence Alignment for Avanza and Boost

The Science of Reading calls for systematic, explicit, and data-driven instruction and practice. Grade-level expectations from SLA Standards and ELA Standards have been unpacked into specific mastery-based (actionable and demonstrable) learning objectives to create Avanza Spanish phonics and Boost English phonics, respectively. The resulting learning objectives are organized into a Scope and Sequence. Each objective or skill is supported by assessments, instructional materials, printable guided practice, and independent/interactive/gamified practice resources. As a result, our system supports a blended and multisensory learning model, providing varied practice opportunities with a high level of differentiation and personalization.

English Phonics (Boost)

Phonemic Awareness

Phonemic awareness is embedded throughout the Boost Phonics program. Lessons are included in the teacher guide for use in whole-group or small-group instruction. Phonemic awareness is also featured in the practice pages and the online assessment. Examples include isolating initial, medial, and final phonemes; blending and segmenting phonemes; adding, deleting, and substituting phonemes; blending and segmenting onset and rime; and generating and categorizing rhymes.

Scope and Sequence

We unpacked learning objectives from the ELA foundational standards. Boost Phonics includes lessons and materials for readers from emerging to fluent. It begins with phonemic awareness and letter-sound knowledge, focusing on short vowels. Students will blend and segment phonemes to build their reading and writing foundation. Long vowels are introduced, along with the various representations of long vowels, including magic e, vowel teams, and open syllables. Students will also add consonant blends, digraphs, and inflectional endings to their reading and writing.

Boost provides four Scope and Sequences, showing the progression of learning objectives grouped into units. Click on each link to see the full scope and sequence for each level.

- [First Steps and Level K](#)
- [Level 1](#)
- [Level 2](#)
- [Level 3](#)


Although our Scope and Sequence groups learning objectives by First Steps (phonemic awareness and letter-sound), Level K, Level 1, Level 2, and Level 3, the mastery-based nature of the program supports a learning continuum personalized to the needs of each student, regardless of grade level.

Levels of Complexity

Throughout the Boost Phonics program, concepts are taught at increasing levels of complexity. As a reader masters concepts and becomes fluent in skills, a new layer of complexity is introduced. For example, the letter "c," which represents the /k/ sound, is taught throughout the curriculum in this sequence:

- An emerging reader learns that "c" makes the /k/ sound, as in "cat."
- They then learn that "ck" also makes the /k/ sound, as in "pack."
- When learning two-syllable words, the reader recognizes that "cc" makes the /k/ sound, as in "raccoon."
- A fluent reader learns that "ch" can make the /k/ sound, as in "echo."

See below for example screenshots of the First Steps (letter-sound) Scope and Sequence. The four complete Scope and Sequences can be found in the links above. To address multilingual learner needs, similarities and differences between English and Spanish letter sounds and cognates are provided, allowing teachers to leverage students' cultural and linguistic assets to bridge prior knowledge to new learning.

English Phonics First Steps and Level K Scope and Sequence 

		Learning Objective ID	Objectives/Skills	High Frequency Words	Vocabulary	Recommended Decodable texts and readers	English to Spanish Sound-Spelling Transfer	Differences between the sounds in English and Spanish	Cognates (Spanish/English words that sound and mean the same, or very similar)
First Steps									
Unit 1	c	Ph.FS.c.1	Isolate and identify initial sound C in the initial position of a word		CAT, car, comb, cubes, candle, castle, computer, caterpillar	C is for Cat	yes		cube/cubo computer/computadora car/carro
		Ph.FS.c.2	Associate phoneme /k/ with letter C			The ABC Train			
		Ph.FS.c.3	Associate the name of the letter C with lowercase c			ABC home			
		Ph.FS.c.4	Associate the name of the letter C with uppercase C						
Unit 2	a	Ph.FS.a.1	Isolate and identify initial sound /a/ in the initial position of a word		APPLE, alligator, ambulance, astronaut, animats, ant, ax, antelope	A is for Apple	no	Spanish vowel to letter correspondence never varies. In Spanish, this letter is always like the "a" in "ah"	animals-animales astronaut-astronauta
		Ph.FS.a.2	Associate phoneme /a/ with letter A			The ABC Train			
		Ph.FS.a.3	Associate the name of the letter A with lowercase a			ABC home			
		Ph.FS.a.4	Associate the name of the letter A with uppercase A						
		Ph.FS.a.5	Match uppercase A to lowercase a						
Unit 3	n	Ph.FS.n.1	Isolate and identify initial sound /n/ in the initial position of a word		NEST, nine, neck, net, necklace, numbers, nametag, nail	N is for Nest	yes		night-noche, nine-nueve, name-nombre, nest-nido
		Ph.FS.n.2	Associate phoneme /n/ with letter N			The ABC Train			
		Ph.FS.n.3	Associate the name of the letter N with lowercase n			ABC home			
		Ph.FS.n.4	Associate the name of the letter N with uppercase N						
		Ph.FS.n.5	Match uppercase N to lowercase n						
Unit 4	m	Ph.FS.m.1	Isolate and identify initial sound /m/ in the initial position of a word		MAP, man, mud, milk, monkey, mirror, mouse, monster	M is for Map	yes		map-mapa monkey-mono monster-monstruo
		Ph.FS.m.2	Associate phoneme /m/ with letter M			The ABC Train			
		Ph.FS.m.3	Associate the name of the letter M with lowercase m			ABC home			
		Ph.FS.m.4	Associate the name of the letter M with uppercase M						
		Ph.FS.m.5	Match uppercase M to lowercase m						
		Ph.FS.c.1	Isolate and identify initial sound /k/ in the initial position of a word			C is for Cat			

Spanish Phonics (Avanza)

Avanza Phonics offers a structured, phonetic-syllabic instructional approach that builds from syllable to word recognition skills through manipulation of phonemes and the blending and segmentation of syllables.

The program emphasizes the syllable as the basic unit of reading instruction for two main reasons:

1. There is a near-perfect correspondence between the sounds of the language and the letters that represent those sounds.
2. Syllables are clear sound units that are easily learned in Spanish, making them simpler for students to pronounce and recognize than letters of the alphabet in isolation.

Avanza provides systematic instruction with a carefully planned progression of modeled, guided, and independent strategies, along with well-sequenced activities that build upon each other, creating a cumulative learning effect. Students combine new syllables with previously learned syllables to form new words. Decodable readers include sentences that are 100% decodable at the student's level to avoid guessing and encourage decoding.



With each new syllable, Avanza introduces new vocabulary words. Every word introduced is included in the decodable reader with an image as visual support. Previously learned words are used throughout the lessons, facilitating the enrichment of the student's vocabulary.

Phonemic Awareness

Phonemic awareness is embedded throughout the Avanza Phonics program. Lessons are included in the teacher guide for use in whole-group or small-group instruction. Special attention is given to the correlation between English and Spanish sounds and their transferability throughout the lessons (see the first page of Teacher Guide for Unit 3 Lesson 14: Letter D in section A.4 below). Phonemic awareness is also included in the practice pages and the online assessment. Examples include blending and segmenting phonemes to create open or closed syllables; adding, deleting, and substituting phonemes; blending and segmenting words into syllables; counting syllables; and generating rhymes.

Scope and Sequence

Avanza Phonics includes lessons and materials for readers from emerging to fluent. It begins with introducing the vowels, starting with sound recognition followed by the association of sound and letter form. Students then learn to blend phonemes to form open syllables while

consonants are introduced one by one with all five vowels. This approach allows students to start decoding many words early in the process. Once all consonants have been introduced in all open syllable vowel combinations, students are introduced to closed syllables, digraphs, and consonant blends.

Click on the link to see the full Scope and Sequence.

[Avanza Phonics Scope and Sequence](#)

Avanza Phonics Scope and Sequence								
Letter-Sound	Objective ID	Learning Objective (in Spanish)	Learning Objective (in English)	Common Core Standards		Vocabulary	Decodable Words	Recommended Avanza Books for read aloud
Vowel A	PhK.2.B.2.a	Separa el fonema vocálico inicial en palabras que comienzan con /a/.	Segment the initial vowel phoneme in words that begin with /a/.	CCSS.SLA-LITERACY.RF.K.2.B	Count, pronounce, combine and segment spoken words into syllables.	abeja ardilla azul arco iris árbol araña avión anillo		A de Avion
	PhK.3.B.2.a	Asocia el fonema /a/ con la letra A.	Associate phoneme /a/ with letter A.	CCSS.SLA-LITERACY.RF.K.3.B	Associate sounds (phonemes) with common spellings (graphemes) for the five vowels			Una sorpresa para Abuela
	PhK.2.B.1.a	Separa la vocal inicial en palabras que comienzan con /a/.	Segment the initial vowel in words that begin with /a/.	CCSS.SLA-LITERACY.RF.K.2.B	Count, pronounce, combine and segment spoken words into syllables.			Buenos Dias, Anita
	PhK.1.D.1.a	Reconoce la letra A en mayúsculas y minúsculas.	Recognize upper and lower case A.	CCSS.SLA-LITERACY.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.			
Vowel E	PhK.2.B.2.e	Separa el fonema vocálico inicial en palabras que comienzan con /e/.	Segment the initial vowel phoneme in words that begin with /e/.	CCSS.SLA-LITERACY.RF.K.2.B	Count, pronounce, combine and segment spoken words into syllables.	estrella estrella elefante escuela escoba estuche espejo emano		E de Elefante
	PhK.3.B.2.e	Asocia el fonema /e/ con la letra E.	Associate phoneme /e/ with letter E.	CCSS.SLA-LITERACY.RF.K.3.B	Associate sounds (phonemes) with common spellings (graphemes) for the five vowels			Emergencia en la playa
	PhK.2.B.1.e	Separa la vocal inicial en palabras que comienzan con /e/.	Segment the initial vowel in words that begin with /e/.	CCSS.SLA-LITERACY.RF.K.2.B	Count, pronounce, combine and segment spoken words into syllables.			
	PhK.1.D.1.e	Reconoce la letra E en mayúsculas y minúsculas.	Recognize upper and lower case E.	CCSS.SLA-LITERACY.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.			
Vowel I	PhK.2.B.2.i	Separa el fonema vocálico inicial en palabras que comienzan con /i/.	Segment the initial vowel phoneme in words that begin with /i/.	CCSS.SLA-LITERACY.RF.K.2.B	Count, pronounce, combine and segment spoken words into syllables.	iguana isla imán iglu idea insecto invierno Iván		I de Iguana
	PhK.3.B.2.i	Asociar el fonema /i/ con la letra I.	Associate phoneme /i/ with letter I.	CCSS.SLA-LITERACY.RF.K.3.B	Associate sounds (phonemes) with common spellings (graphemes) for the five vowels			Ítigo Iguana
	PhK.2.B.1.i	Separa la vocal inicial en palabras que comienzan con /i/.	Segment the initial vowel in words that begin with /i/.	CCSS.SLA-LITERACY.RF.K.2.B	Count, pronounce, combine and segment spoken words into syllables.			
	PhK.1.D.1.i	Reconoce la letra I en mayúsculas y minúsculas.	Recognize upper and lower case I.	CCSS.SLA-LITERACY.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.			
	PhK.2.B.2.o	Separa el fonema vocálico inicial en palabras que comienzan con /o/.	Segment the initial vowel phoneme in words that begin with /o/.	CCSS.SLA-LITERACY.RF.K.2.B	Count, pronounce, combine and segment spoken words into syllables.			o-o-o

Levels of Complexity

Throughout the Avanza Phonics program, concepts are taught at increasing levels of complexity. As a reader masters concepts and becomes fluent in skills, new layers of complexity are introduced. For example, the letter "c" is taught in different units depending on the sound it makes:

- An emerging reader learns that "c" makes the /k/ sound, as in "casa." Words with an initial "c" syllable are introduced first.
- Students then learn to recognize syllables with "c" in the middle or end of a word, as in "boca."
- They will then learn that "c" makes the /s/ sound, as in "cine," using initial syllables to teach the letter-sound combinations.
- The same syllables are then introduced in the middle and end positions, as in "doce."
- Closed syllables with "c" are introduced later, as in "actor."
- Finally, blends with "cr" and "cl" are learned for complete phonetic combinations.