

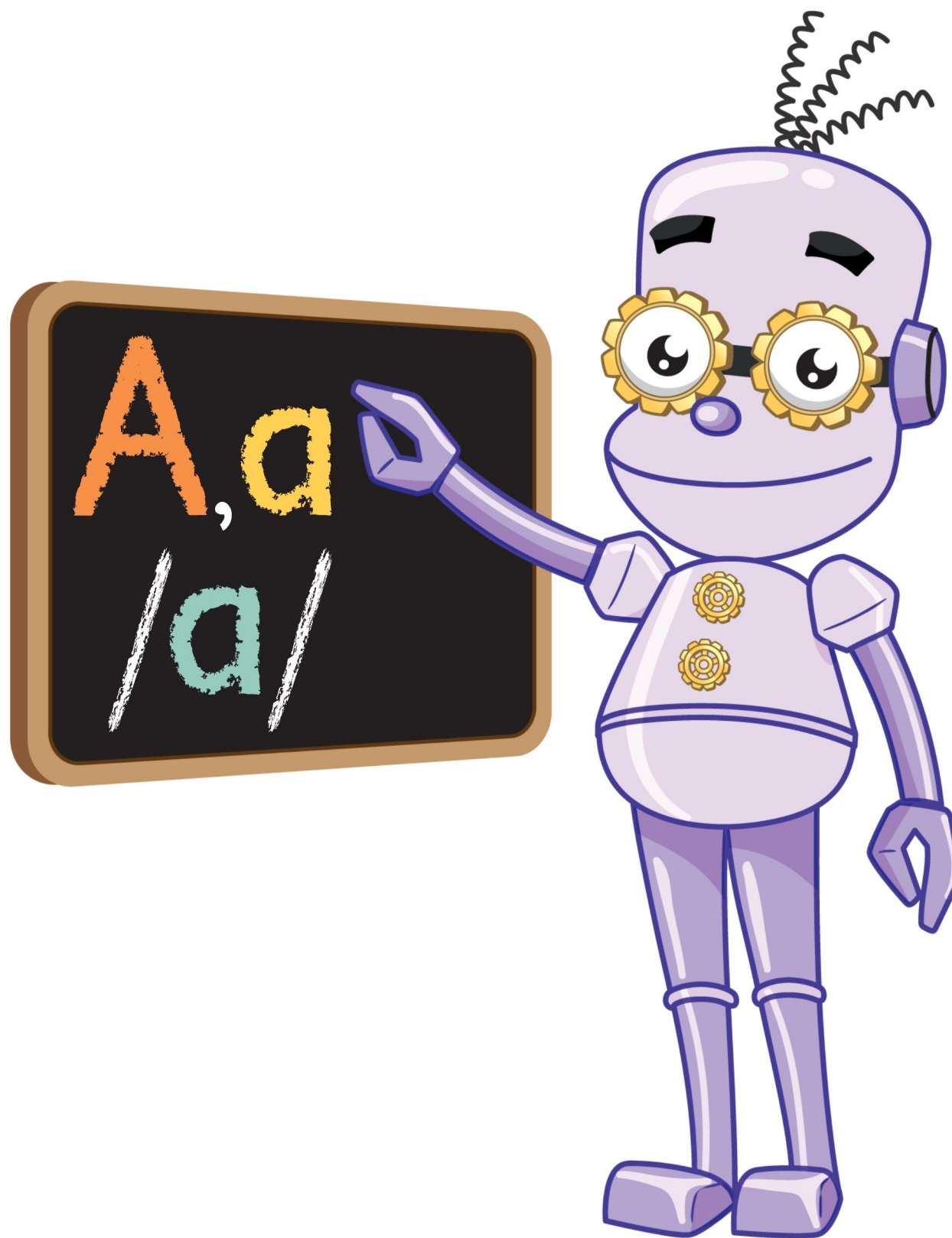


ReadtopiaGO™

by Building Wings

# Scope and Sequence

Abridged Edition

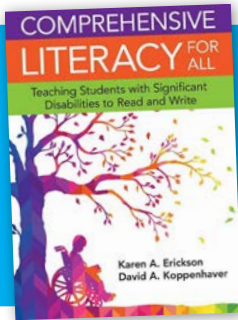


Building Wings™

How ALL learners soar

# ReadtopiaGO™

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*Designed in consultation with Dr. Karen Erickson, ReadtopiaGO reflects the latest evidence and instructional approach outlined in the book, Comprehensive Literacy for All.*

## COMPREHENSIVE LITERACY INSTRUCTION

ReadtopiaGO provides an approach for supporting emergent literacy that integrates **all** the domains of literacy learning into a cohesive and coordinated instructional framework. Implementation supports walk teachers through how to provide daily instruction anchored by shared reading, shared writing, independent reading, independent writing, and alphabet and phonics activities. Combining supported activities with self-directed choices gives all learners the support, freedom, and guidance they need to develop and grow their literacy skills (Erickson & Koppenhaver, 2017).

## INTEGRATED LESSONS

Integrated instruction is a proven way to strengthen language and literacy skills in young children while also helping learners build the foundational knowledge that leads to later reading comprehension (Neumann, 2000). As learners rotate through the 16 yearly themes, they are introduced to the key concepts and vocabulary that build world knowledge in early science, social studies, life skills, and social-emotional learning. Complemented by self-directed learning opportunities, this approach cultivates critical thinking and problem-solving abilities (Hirsch-Pasek, 2015).

## DIFFERENTIATED INSTRUCTION

ReadtopiaGO includes leveled books and learning materials. Teachers can deliver instruction to all beginning learners—from those at the onset of a literacy journey to those with some beginning or independent skills. As learning needs change, instructional materials can be adjusted to ensure continued growth. Differentiated instruction has been proven to be particularly effective for enhancing both motivation and engagement of young children who face learning barriers (Tomlinson, 2012).

## IMPLEMENTATION SUPPORTS

ReadtopiaGO provides hands-on materials like Teachers Guides and short video tutorials to help teachers learn and grow their instructional knowledge (Jameson & McDonnell, 2007). Each topical bundle contains multiple supports for learning about and delivering comprehensive literacy instruction. The approach is organized in repetitive cycles that are easy to learn. Teacher Tutorial Videos provide a 2-4 minute introduction to the rationale and operation of each instructional routine Teacher Guides include ‘say and do’ directions in a day-by-day and step-by-step sequence. Teachers can introduce themes in order (Collection 1-4) or flexibly in ways that accommodate diverse schedules or interests.

## INCLUSIVITY

Thematic libraries of leveled books represent children’s lives, circumstances, and abilities. These inclusive materials introduce learners to the skills and attitudes they need to navigate our diverse world. We believe learners have to see it to be it. This expanding library of books is intended to empower, engage, and build the empathy skills of all emergent readers (Bishop, 1990).

	Morning Message	Shared Reading	Shared Writing	Independent Reading	Independent Writing	Puppet Shows	Learning Letters
Alphabet & Phonics	X	X	X	X	X		X
Communication	X	X	X			X	
Concepts of Print	X	X	X	X	X		X
Engagement with Text	X	X		X	X	X	
Writing	X		X	X	X		X



1 OF 4 YEARS OF CONTENT

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Collection 1

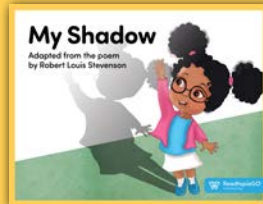
Collection 2

Theme: All About Me

Topic: You



Topic: Shadows



Theme: Feelings

Topic: Feel Your Feelings



Topic: Show Your Feelings



Theme: Being a Scientist

Topic: Who is a Scientist?



Topic: What is Science?



Theme: Animals Around

Topic: Baby Animals



Topic: Animal Sounds

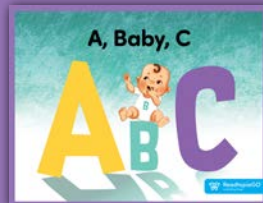


Theme: Early Concepts

Topic: Colors

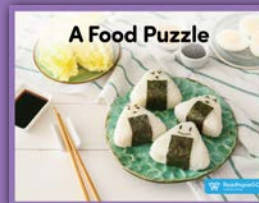


Topic: The Alphabet



Theme: Food & Nutrition

Topic: My Plate



Topic: Everyday Foods



Theme: Families

Topic: Moms



Topic: All Families



Theme: My Community

Topic: Different Homes



Topic: Community Helpers





Collection 3

Theme: Grit and Resilience

Topic: Belonging



Topic: Gratitude



Collection 4

Theme: Relationships

Topic: Apologizing



Topic: Trying Again



Theme: Wonderful Weather

Topic: Dressing for Weather



Topic: Seasons



Theme: Life Cycles

Topic: Butterfly



Topic: Frog



Theme: Healthy Me

Topic: My Needs



Topic: Health Routine



Theme: Communicating

Topic: Sign Language



Topic: Saying Hello



Theme: Doing My Part

Topic: Cleaning Up



Topic: Neighbors



Theme: Land Around Me

Topic: Landforms



Topic: Deserts



## References

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Erickson, K. A., & Koppenhaver, D. A. (2020). *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

Jameson, J. M., & McDonnell, J. (2007). Going the distance to train teachers for students with severe disabilities: The University of Utah distance teacher education program. *Rural Special Education Quarterly*, 26(2), 26-32.

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Tomlinson, C. A. (2012). Differentiated instruction. In *Fundamentals of gifted education* (pp. 307-320). Routledge.