

Scope & Sequence

Poppins Learning is a rhythm-based reading program. Its exercises practice the sound-processing skills that reading draws on. Poppins Learning's rhythm-based approach has been tested in two randomized controlled trials: the first is published in *Scientific Reports*, a Nature Portfolio journal (2025); the second's results are not yet published. This document includes every skill the program teaches, in the order it is taught, with the exercise that carries it and an example. Standards alignment beyond the codes in section 05 is in preparation as a companion document.

SKILLS	STRANDS	EXERCISES	SESSION DURATION	EDITION
62 (+1 pending)	4	20 + 2 bonus games	20 minutes	September 2026

01 How to use this guide

This is the instructional map behind the Poppins Learning program, written for the people who have to answer "what does it actually teach, and does it match what I'm accountable for?"

- **Skills are grouped by strand** (phonological awareness, phonics and decoding, encoding, and vocabulary and comprehension) and ordered within each strand by the level at which they unlock.
- **Levels are placement bands, not grades.** L1 L2 L3 describe where a skill sits in the program's own progression. A fourth grader who places into L1 gets L1 content. Placement sets a level for each strand separately, and two strands are practiced at a time.
- **Every skill names the exercises that carry it.** Most skills are practiced inside two to five different games, so the underlying task recurs without the surface getting stale; a few, mostly in vocabulary and comprehension, live in a single exercise.
- **Notation.** Slashes mark phonemes: /k/ /æ/ /t/. Highlighting marks the target grapheme the student must supply: bake, rain. A raised dot marks a syllable boundary: cat·er·pil·lar.
- **Standards codes here are a summary.** Each skill in section 05 carries the codes it addresses, marked for whether the match is full, partial or still under review. Marks: ●●● full match · ● partial match · ? under review. Standards alignment beyond these codes is in preparation as a companion document. Matches only: standards outside the program's scope, such as handwriting, oral production, group discussion and extended composition, are not repeated here.

02

The instructional model

Four strands, three levels, one 20-minute daily session. The design follows the structured literacy sequence: explicit, systematic, cumulative, delivered through rhythm-based practice of the sound processing that reading draws on.

A daily session is five rhythm games (about 8.5 minutes) and five reading exercises (10 minutes). This guide covers the reading exercises; the rhythm games are listed in Appendix C.

62 Discrete skills	4 Literacy strands	3 Placement levels	20 Core exercises	6 Syllable types taught	66 Placement-bank items
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How the levels build

LEVEL 1

Sound and symbol

Syllables, onset-rime and phonemes in CVC words. Single consonants and the five short vowels. CVC encoding. Tier 1 high-frequency words and single-sentence comprehension. **14 skills.**

LEVEL 2

Patterns and syllables

Blends, digraphs and vowel teams across both awareness and decoding. Closed, open and VCe syllables. Blend, digraph, VCe and vowel-team spelling; inflectional endings. Paragraph comprehension and main idea. **21 skills.**

LEVEL 3

Morphology and meaning

R-controlled and consonant-**le** syllables, multisyllabic decoding, prefixes, derivational suffixes and base words. The full spelling-rule set. Academic vocabulary, context clues, text structure and inference. **27 skills.**

Plus one skill with content ready and not yet scheduled.

What the four strands do

The strands map onto the word-recognition and language-comprehension halves of the reading rope. Phonological awareness and decoding build automatic word reading; encoding runs the same knowledge in the opposite direction, which is where fragile phoneme–grapheme mappings surface first; vocabulary and comprehension carry the meaning side.

FOR PLACEMENT AND PROGRESS TEAMS

The placement step draws on a bank of 66 items across all four strands (decoding, phonological awareness, spelling, comprehension), tagged Pre-K through 4th grade. A student answers a subset, roughly 12 to 40 items. Sample items are in Appendix B.

EVERY SKILL, AND THE EXERCISES THAT CARRY IT

Read a row to find every exercise a skill is practiced in: most sit in two to five, so the task recurs without the surface getting stale. **Read a column** to see everything one exercise covers. **Lvl** is the level at which the skill unlocks; **n** is how many exercises carry it. The two bonus games are not in this grid; their content is not tied to a single skill.

[illegible]

PHONICS & DECODING 23 skills, plus one not yet scheduled · print

[illegible]

ENCODING 13 skills · spelling

SKILL	LVL	CRAZY CADDY	DINO BURGER	FLOWERZ	BUBBLE DREAM	ALIEN CAMPING	FANTOLAND	ABRACA PINATA	SAMOURAI SUSHI	TUTTI MONKEY	CRASH TRAIN	WORD MIXER	WORD TEMPLE	THE BRIDGE	VEGGIE KROC	FRANKEN DANCE	SUPER SMILE	PIE OR PRIZE	MISSION UNLOCK	PHOTO STAR	COLD CASE	N
CVC pattern spelling	L1												●									1
Consonant blends spelling	L2													●	●							2
Consonant digraphs spelling	L2													●	●							2
CVCe pattern spelling	L2													●	●							2
Vowel teams spelling	L2													●	●							2
Inflectional endings	L2															●	●					2
R-controlled vowels spelling	L3													●	●							2
Complex vowel patterns	L3													●	●							2
Silent letters	L3												●									1
Homophones	L3															●	●					2
Doubling rules	L3															●	●					2
Drop-e rules	L3													●	●							2
Y-to-i changes	L3															●	●					2

VOCABULARY & COMPREHENSION 14 skills · meaning

SKILL	LVL	CRAZY CADDY	DINO BURGER	FLOWERZ	BUBBLE DREAM	ALIEN CAMPING	FANTOLAND	ABRACA PINATA	SAMOURAI SUSHI	TUTTI MONKEY	CRASH TRAIN	WORD MIXER	WORD TEMPLE	THE BRIDGE	VEGGIE KROC	FRANKEN DANCE	SUPER SMILE	PIE OR PRIZE	MISSION UNLOCK	PHOTO STAR	COLD CASE	N
Sight words, Tier 1	L1							●														1
Sentence comprehension	L1																	●				1
Sight words, Tier 2	L2			●	●	●	●															4
Paragraph comprehension	L2																		●			1
Following directions, Level 1	L2																			●		1
Main idea	L2																		●			1
Academic vocabulary	L3																				●	1
Context clues	L3																		●			1
Word relationships	L3									●												1
Multiple meanings	L3																	●				1
Following directions, Level 3	L3																			●		1
Text structure recognition	L3																	●				1
Following directions, Level 4	L3																			●		1
Inferential comprehension	L3																	●				1

WHAT THE PROGRAM TEACHES, AND WHAT IT LEAVES TO YOU

In scope

Left to the teacher or interventionist

– Handwriting and letter formation

- ✓ Phonological and phonemic awareness, with spoken prompts and printed answer choices
- ✓ Phonics and decoding, including **all six syllable types**
- ✓ Encoding: spelling to dictation and in sentence context
- ✓ Morphology: prefixes, derivational and inflectional suffixes, base words
- ✓ Practice on 159 high-frequency words across two lists
- ✓ Academic vocabulary, semantic relationships, multiple meanings
- ✓ Comprehension: sentence, paragraph, main idea, context, structure, inference
- ✓ Reading comprehension of multi-clause written descriptions

- Oral production: saying sounds aloud, blending aloud, oral retelling
- Rhyme *production*: the program tests recognition
- Extended writing and composition
- Group discussion, presentation, and read-aloud
- Print concepts: book handling, directionality, word spacing

The reading exercises are receptive and tap-to-answer, which is why some standards below are marked partial rather than claimed in full. The rhythm games sit outside these exercises: several use clapping, singing or device motion.

THE ESSENTIALS

PLACEMENT	SESSION DURATION	LEVELS	EXERCISES	GRADE SPAN OF CONTENT
66-item bank 4 strands · Pre-K–4th items	20 minutes	Placement bands not grade levels	20 core + 2 bonus games	K–4 grade sets the starting ceiling

THE TWO BONUS GAMES

FarmZilla syllable reading by theme

Magic Cauldron word building from a letter set

03

Exercise roster

Twenty core exercises, listed by the level at which a student first meets them. Most carry skills across more than one level: the task stays constant while the content underneath it advances.

Enters at Level 1, nine exercises

Sound, symbol and the first words

EXERCISE	GOAL / TASK	LITERACY SKILLS	PROCESSING DEMANDS
Crazy Caddy L1-L3	Practices phonological awareness and morphological analysis by sorting spoken words into categories: by syllable count, by target sound, or by word part.	Phonological awareness · Syllable structure · Prefixes and suffixes · R-controlled syllables	Working memory · Attention · Sequencing
Dino Burger L1-L3	Practices phonological awareness and morphological analysis by sorting spoken words into the correct category bin under time pressure.	Phonological awareness · Syllable structure · Prefixes and suffixes · R-controlled syllables	Working memory · Attention · Processing speed
Flowerz L1-L3	Practices phonemic awareness and decoding accuracy by selecting the printed word that matches a spoken target sound, spelling pattern or word.	Phonemic awareness · Phonics · Syllable types · High-frequency words · Base words	Auditory processing · Working memory · Attention
Bubble Dream L1-L3	Practices phonemic awareness and decoding accuracy by choosing the word that carries a target sound or pattern from among near-miss distractors.	Phonemic awareness · Phonics · Syllable types · High-frequency words · Base words	Auditory processing · Working memory · Attention
Alien Camping L1-L3	Practices phonemic awareness and decoding accuracy by matching a spoken target to its printed form across an advancing pattern sequence.	Phonemic awareness · Phonics · Syllable types · High-frequency words · Base words	Auditory processing · Working memory · Attention
FantoLand L1-L3	Practices decoding accuracy from single consonants through multisyllabic academic words by selecting the word that fits the target pattern.	Phonics · Short and long vowels · Syllable types · Academic vocabulary · Base words	Auditory processing · Attention · Processing speed
Abraca Pinata L1-L2	Practices automatic recognition of digraph patterns and Tier 1 high-frequency words by matching pairs on a memory grid.	Consonant digraphs · High-frequency words · Orthographic mapping	Working memory · Attention · Processing speed
Word Temple L1, L3	Practices encoding by tapping the letters of a word heard aloud, in order, choosing each letter from a small set that includes look-alike decoys.	Encoding · Phoneme-grapheme correspondence · Silent letters	Auditory processing · Working memory · Sequencing
Pie Or Prize L1, L3	Practices comprehension by answering a question about a sentence or short text: literal at Level 1, inferential and structural at Level 3.	Sentence comprehension · Multiple meanings · Text structure · Inference · Morpheme meaning	Working memory · Attention · Sequencing

Enters at Level 2, eight exercises

Patterns, spelling and connected text

EXERCISE	GOAL / TASK	LITERACY SKILLS	PROCESSING DEMANDS
The Bridge L2-L3	Practices encoding skills by choosing the missing grapheme to complete a spoken word: the letters in question are the pattern being taught.	Encoding · Blends · Digraphs · VCe · Vowel teams · R-controlled vowels	Auditory processing · Working memory · Attention
Veggie Kroc L2-L3	Practices encoding skills by supplying the missing grapheme at speed, across the same pattern set as The Bridge in a different task frame.	Encoding · Blends · Digraphs · VCe · Vowel teams · Complex vowel patterns	Auditory processing · Attention · Processing speed
Franken Dance L2-L3	Practices spelling-rule knowledge by reading a sentence and selecting the correctly spelled form of the target word in context.	Inflectional endings · Homophones · Doubling · Y-to-i · Syntax	Working memory · Attention · Processing speed
Super Smile L2-L3	Practices spelling-rule knowledge through sentence-level choices where the distractor is the plausible misspelling, not a random one.	Inflectional endings · Homophones · Doubling · Y-to-i · Syntax	Working memory · Attention · Processing speed
Samourai Sushi L2-L3	Practices morphological and syllable awareness by cutting only the words that carry a target suffix or syllable type as they pass.	Inflectional suffixes · Vowel team syllables	Attention · Processing speed · Sequencing
Tutti Monkey L2-L3	Practices word-structure and semantic knowledge by pairing words: two parts into a compound, or two words into a synonym or antonym pair.	Compound words · Synonyms and antonyms · Semantic relationships	Working memory · Attention
Mission Unlock L2-L3	Practices passage comprehension by reading a short text and answering questions about sequence, main idea, or the meaning of a word in context.	Paragraph comprehension · Main idea · Context clues	Working memory · Attention · Sequencing
Photo Star L2-L3	Practices reading comprehension: the student reads a short printed description and dresses the character or sets the scene to match it. The general instruction is spoken; the descriptions are read. Descriptions lengthen and take on embedded clauses as sets advance.	Following directions · Syntax · Reading comprehension · Negation	Working memory · Attention · Sequencing

Enters at Level 3, three exercises

Multisyllabic words and academic language

EXERCISE	GOAL / TASK	LITERACY SKILLS	PROCESSING DEMANDS
Crash Train L3	Practices multisyllabic decoding: the student hears a long word, sees it printed with extra letters slipped in, and taps the letters that do not belong until the spelling is repaired.	Three-syllable words · Four-or-more-syllable words	Working memory · Sequencing · Processing speed
Word Mixer L3	Practices advanced decoding by finding consonant-le words and academic words hidden in a letter grid.	Consonant-le syllables · Academic vocabulary decoding	Working memory · Attention · Sequencing
Cold Case L3	Practices academic vocabulary by matching a word to its definition across a 105-pair bank of the general-purpose words school texts assume.	Academic vocabulary · Word meaning · Definitional knowledge	Working memory · Attention

04 Skill definitions

The terms used throughout this guide, in the vocabulary of structured literacy and the science of reading.

Word recognition, the phonological layer

Phonological and phonemic awareness

Phonological awareness	The ability to notice and manipulate the sound units of spoken language (words, syllables, onsets and rimes) independent of print.
Phonemic awareness	The narrowest and most predictive band of phonological awareness: isolating, blending, segmenting and manipulating individual phonemes in spoken words.
Onset and rime	The two parts of a spoken syllable: the consonant sound(s) before the vowel (/k/ in cat) and the vowel plus what follows (/æt/). The unit rhyme judgments run on.
Phoneme isolation	Identifying the sound in a specific position (initial, medial or final) within a spoken word.
Blending	Pushing separate phonemes together into a whole word: /k/ /æ/ /t/ → cat .
Segmenting	Breaking a spoken word into its constituent sounds: the inverse operation, and the one that underwrites spelling.

Word recognition, the orthographic layer

Phonics, syllables and morphology

Phoneme–grapheme correspondence	The mapping between a speech sound and the letter or letter group that spells it, the core of phonics instruction.
Decoding	Applying those correspondences to convert print to speech and read an unfamiliar word.
Digraph	Two letters spelling one sound: sh, ch, th, wh, ph, ck, ng .
Consonant blend	Two or three adjacent consonants whose sounds are each still heard: bl, str, nd .
Vowel team	Two or more letters working together to spell one vowel sound: ai, ee, oa, ow .

Syllable types	The six patterns that make a vowel's sound predictable: closed, open, VCe (magic e), vowel team, r-controlled, and consonant-le. Poppins Learning teaches all six.
Syllable division	Splitting a longer word at predictable junctures (VC/CV, V/CV) so each part can be read.
Morphology	Knowledge of meaningful word parts (prefixes, suffixes, base words and roots) used to read and understand longer words.
Inflectional vs. derivational suffix	An inflectional suffix changes number or tense without changing the word's class (walk → walked); a derivational one builds a new word, often a new part of speech (teach → teacher).
Orthographic mapping	The process by which a decoded word becomes an instantly recognized sight word: bonding its spelling, pronunciation and meaning in memory.
High-frequency words	The words that make up the largest share of running text, taught for automatic recognition. Poppins Learning sequences them in two lists.

Word recognition, production

Encoding

Encoding	Spelling: converting a spoken word into its written form by mapping each phoneme to a grapheme. The reciprocal of decoding, and a sharper diagnostic of whether a mapping is secure.
Spelling generalizations	The conditional rules governing what happens at a morpheme boundary: doubling (hop → hopping), drop-e (hope → hoping), and y-to-i (happy → happier).
Homophones	Words that sound alike but differ in spelling and meaning: to / too / two . Resolvable only from sentence context.

Language comprehension

Vocabulary and comprehension

Academic vocabulary	The general-purpose words that appear across school texts but rarely in conversation: compare, describe, predict .
Semantic relationships	How word meanings relate to one another: synonyms, antonyms, categories.

Multiple meanings	Recognizing that a single word form carries different meanings across contexts: the bat you swing versus the one that flies.
Context clues	Using the surrounding sentence or passage to infer the meaning of an unfamiliar word.
Main idea and key details	Distinguishing what a passage is centrally about from the details that support it.
Text structure	Recognizing how a text is organized: sequence, cause and effect, compare and contrast, problem and solution.
Inferential comprehension	Drawing a conclusion the text supports but does not state outright.
Following directions	Reading a short written description, parsing its syntax and acting on it: a reading-comprehension task that loads working memory as the sentences lengthen and embed clauses.

Task demands

Processing skills exercised throughout

Auditory processing	Interpreting and discriminating speech sounds presented in audio, including the timing distinctions that separate similar phonemes.
Working memory	Holding a target in mind, spoken or printed, while scanning, comparing or manipulating the choices on screen.
Attention	Sustaining focus on the target and rejecting the distractors deliberately placed alongside it.
Sequencing	Retaining and reproducing order: of phonemes within a word, of syllables within a longer word, of steps within an instruction.
Processing speed	Responding accurately within the time available in the activity.

05 Scope & sequence

All 62 skills, in teaching order within each strand. The number in the left column is the skill's position in its strand's progression, not a lesson number: students enter at the level their placement assigns and move through from there.

Strand 1 · 12 skills · Levels 1–3

Phonological & phonemic awareness

Spoken prompts. Every task here is presented in audio, and the answer choices appear as printed words or as count bins, so no passage reading is required. The sequence moves from the syllable down to the individual phoneme, then back up to the clusters and teams that print will later spell.

	SKILL	EXERCISES	WHAT THE STUDENT DOES	EXAMPLE	ALIGNMENT
1	Syllable awareness L1	Crazy Caddy · Dino Burger	Sorts spoken words into groups by how many syllables they contain.	"Sort each word into the group with the right number of syllables." cat → 1 · hap·py → 2 · el·e·phant → 3	RF.K.2b
2	Onset-rime segmentation L1	Crazy Caddy · Dino Burger · Bubble Dream · Alien Camping · Flowerz	Identifies the word that rhymes with a spoken anchor, matching on the rime, not the spelling.	"Rhymes with cat" → hat, mat, sat /æt/	RF.K.2c
3	Initial phoneme isolation L1	Crazy Caddy · Dino Burger · Bubble Dream · Alien Camping · Flowerz	Finds the word that begins with a target phoneme, cued by an anchor word.	"Starts with /b/, as in bat" → bed ✓ · cat ×	RF.K.2d RF.1.2c
4	Final phoneme isolation L1	Crazy Caddy · Dino Burger · Bubble Dream · Alien Camping · Flowerz	Finds the word that ends with a target phoneme, including two-phoneme finals.	"Ends with /t/, as in bat" → hat, net ✓ · fan ×	RF.K.2d RF.1.2c
5	Medial phoneme isolation L1	Crazy Caddy · Dino Burger · Bubble Dream · Alien Camping · Flowerz	Finds the word carrying a target vowel phoneme in medial position, the hardest of the three positions.	"Has /I/ in the middle, as in pig" → bin, lip, sit	RF.K.2d RF.1.2c
6	CVC phoneme blending L1	Crazy Caddy · Dino Burger · Bubble Dream · Alien Camping · Flowerz	Hears a word pushed apart into its phonemes and selects the whole word.	"What word is /k/-/æ/-/t/?" → cat	RF.1.2b
7	CVC phoneme segmentation L1	Crazy Caddy · Dino Burger · Bubble Dream · Alien Camping · Flowerz	Counts the phonemes in a spoken word and picks the word with that many sounds.	"Find the word with 3 sounds, like top" → /t/ /a/ /p/	RF.1.2d
8	Consonant blends recognition L2	Crazy Caddy · Dino Burger · Bubble Dream · Alien Camping · Flowerz	Hears a two- or three-consonant cluster, at the start or end of a word, as two or three sounds and finds another word containing it.	"Has /bl/, like black" → blink, block ✓ · back ×	RF.1.2b

	SKILL	EXERCISES	WHAT THE STUDENT DOES	EXAMPLE	ALIGNMENT
9	Consonant digraphs processing L2	Crazy Caddy · Dino Burger · Bubble Dream · Alien Camping · Flowerz	Hears a digraph as one sound, not two, and finds another word containing it.	"Has /ʃ/, like ship" → shop, shell ✓	RF.1.3 ●●●
10	Vowel team recognition L2	Crazy Caddy · Dino Burger · Bubble Dream · Alien Camping · Flowerz	Identifies a long vowel sound spelled by a team, across the team's different spellings.	"Has /eɪ/, like rain" → mail, tail, sail ✓ · ran ✗	RF.1.3c ●●● RF.2.3b ●●●
11	R-controlled vowels awareness L3	Crazy Caddy · Dino Burger · Bubble Dream · Alien Camping · Flowerz	Hears the vowel-plus-r sound as a single unit distinct from the short vowel.	"Has /ɑr/, like car" → shark, farm ✓ · shop ✗	RF.1.3b ●●● RF.2.3e ?
12	Multisyllabic segmentation L3	Crazy Caddy · Dino Burger	Sorts longer spoken words by syllable count, extending syllable awareness past three.	ba·na·na → 3 · cat·er·pil·lar → 4 · hip·po·pot·a·mus → 5	RF.3.3c ●●●

Strand 2 · 23 skills, plus one not yet scheduled · Levels 1-3

Phonics & decoding

Print enters. The sequence runs single consonants → short vowels → digraphs and blends → long-vowel conventions → all six syllable types → morphology. Distractors are chosen to be near misses, so a correct answer requires the pattern rather than elimination.

	SKILL	EXERCISES	WHAT THE STUDENT DOES	EXAMPLE	ALIGNMENT
1	High-frequency single consonants L1	FantoLand · Flowerz · Alien Camping · Bubble Dream	Maps the most frequent consonant graphemes to their sounds inside decodable CVC words.	t n s r m d l c p b f g → tap, net, sit, run, mud	RF.K.3 ●●● RF.1.3b ●●●
2	Remaining single consonants L1	FantoLand · Flowerz · Alien Camping · Bubble Dream	Completes the consonant inventory with the lower-frequency letters.	h j k v w y z x → jug, vet, wig, zip, fox	RF.K.3 ●●● RF.1.3b ●●●
3	Short vowels A, I, O L1	FantoLand · Flowerz · Alien Camping · Bubble Dream	Reads the three most contrastive short vowels in closed syllables.	bad · pig · dog	RF.K.3b ●●● RF.1.3b ●●●
4	Short vowels E, U L1	FantoLand · Flowerz · Alien Camping · Bubble Dream	Adds the two most confusable short vowels, drilled against near-miss distractors.	bed vs bad · bug vs box	RF.K.3b ●●● RF.1.3b ●●● RF.2.3 ●●●
5	Consonant digraphs sh, ch, th L2	Abraca Pinata	Reads two letters as one sound in the three most common digraphs.	shop · chin · think	RF.1.3 ●●●
6	Long vowels in CVCe words L2	FantoLand · Flowerz · Alien Camping · Bubble Dream	Applies the silent-e convention, contrasted directly against the closed-syllable form.	bake vs back · hide vs hid	RF.1.3c ●●● RF.2.3 ●●●

	SKILL	EXERCISES	WHAT THE STUDENT DOES	EXAMPLE	ALIGNMENT
7	Consonant digraphs wh, ph, ck, ng L2	Abraca Pinata	Extends digraph knowledge to the positional and less transparent cases.	when · phone · duck · ring	RF.1.3 ●●● RF.2.3e ?
8	Common vowel teams L2	FantoLand · Flowerz · Alien Camping · Bubble Dream	Reads the high-utility vowel teams for the long a, e and o sounds.	rain · tree · boat · snow	RF.1.3c ●●● RF.2.3b ●●●
9	Closed syllables L2	FantoLand · Flowerz · Alien Camping · Bubble Dream	Recognizes the syllable type where a consonant closes in a short vowel, sorted against open-syllable distractors.	bas-ket · rab-bit · nap-kin vs baby, tiger	RF.1.3e ●●● RF.2.3 ●●●
10	Open syllables L2	FantoLand · Flowerz · Alien Camping · Bubble Dream	Recognizes the syllable type ending in a long vowel, the direct contrast to closed.	ba-by · ti-ger · mu-sic vs kitten, muffin	RF.1.3e ●●● RF.2.3c ●●●
11	VCe syllables L2	FantoLand · Flowerz · Alien Camping · Bubble Dream	Reads the silent-e syllable inside multisyllabic words, not just single-syllable ones.	com-pete · in-vite · ex-cite	RF.1.3c ●●● RF.2.3c ●●●
12	Inflectional suffixes L2	Samourai Sushi	Reads words carrying endings that change number or tense without changing word class.	walk-ed · jump-ing · box-es · ask-ing	RF.1.3f ●●● RF.2.3d ●●●
13	Compound words L2	Tutti Monkey	Builds and reads compounds by pairing two known base words.	sun + flower → sunflower · back + pack → backpack	RF.3.3c ●●●
14	Vowel team syllables L3	Samourai Sushi	Cuts the words that carry the target vowel team (ai, ay, ee, ea) as they pass.	rain-bow · main-tain · ex-plain	RF.2.3b ●●● RF.3.3c ●●●
15	R-controlled syllables L3	Crazy Caddy · Dino Burger	Sorts multisyllabic words by which r-controlled vowel they contain.	gar-den · cor-ner · summer · thir-ty	RF.4.3 ●●●
16	Consonant-le syllables L3	FantoLand · Word Mixer	Reads the final stable syllable that carries no written vowel sound of its own.	hand-le · cir-c-le · bot-t-le · puz-z-le	RF.4.3 ●●●
17	Three-syllable words L3	Crash Train	Hears a three-syllable word and removes the intruder letters from its printed form until the spelling is repaired.	di-no-saur · ba-na-na · li-brar-y	RF.3.3c ●●● RF.4.3 ●●●
18	Academic vocabulary decoding L3	FantoLand · Word Mixer	Decodes the longer content words that carry meaning in science and social studies texts.	ex-per-i-ment · doc-u-ment · prin-ci-pal	RF.4.3 ●●● L.4.4b ?
19	Four-or-more-syllable words L3	Crash Train	Extends the letter-repair task to the longest words in the program's lexicon.	cat-er-pil-lar · re-frig-er-a-tor · hel-i-cop-ter	RF.3.3c ●●● RF.4.3 ●●●

	SKILL	EXERCISES	WHAT THE STUDENT DOES	EXAMPLE	ALIGNMENT
20	Common prefixes L3	Crazy Caddy · Dino Burger	Sorts words by the prefix they carry, separating it from the base.	un happy · re play · pre view · dis agree	RF.3.3 ●●● L.2.4b ? L.3.4b ?
21	Derivational suffixes L3	Crazy Caddy · Dino Burger	Sorts words by the suffix that builds a new word, often changing its part of speech.	teach er · care ful · quick ly · fear less	RF.3.3 ●●● RF.3.3b ? L.3.4b ?
22	Base word recognition L3	FantoLand · Flowerz · Alien Camping · Bubble Dream	Hears a word with a prefix or suffix and picks its base among near-miss spellings, including bases whose spelling changes (hoping, hope).	repaint → paint · unhappy → happy	RF.4.3 ●●● L.3.4c ● L.4.4b ?
23	Morpheme meaning integration L3	Pie Or Prize	Uses the meaning of an affix to work out what the whole word means in a sentence.	"In the sentence ..., what does unhappy mean?" → Not happy ✓	L.3.4b ? L.4.4b ?
24	Syllable division patterns (content ready, not yet scheduled) n/a	Not yet assigned	Splits longer words at predictable junctures so each syllable can be read independently.	VC/CV → bas-ket · V/CV → hu-man	RF.1.3e ●●● RF.3.3c ●●●

Strand 3 · 13 skills · Levels 1–3

Encoding

The same phoneme–grapheme knowledge, run in reverse. Spelling is where a partially formed mapping shows itself, so the encoding strand introduces each pattern at the same level as its decoding counterpart.

	SKILL	EXERCISES	WHAT THE STUDENT DOES	EXAMPLE	ALIGNMENT
1	CVC pattern spelling L1	Word Temple	Hears a word and taps its letters in order from a set that includes look-alike decoys.	Hears cat → selects c · a · t	RF.K.3 ●●● RF.K.3b ●●● RF.1.3b ●●● L.1.2d ?
2	Consonant blends spelling L2	The Bridge · Veggie Kroc	Supplies the missing blend in a spoken word, choosing from a bank that includes each single letter as a decoy.	__ack → black · bank: bl · cl · fl · gl · pl · b · c · f · g · l · p	L.1.2d ? RF.1.3 ●●●
3	Consonant digraphs spelling L2	The Bridge · Veggie Kroc	Supplies the digraph that spells a single heard sound.	__op → shop · __in → chin	L.1.2d ? RF.1.3 ●●●

	SKILL	EXERCISES	WHAT THE STUDENT DOES	EXAMPLE	ALIGNMENT
4	CVCe pattern spelling L2	The Bridge · Veggie · Kroc	Supplies the medial vowel; the silent e is already in place.	b_ke → b_ake · h_pe → h_ope	L.1.2d ? RF.1.3c ●●●
5	Vowel teams spelling L2	The Bridge · Veggie · Kroc	Chooses which team spells a long vowel sound in this particular word.	r__n → r_ain · b__t → b_oat	RF.2.3b ●●●
6	Inflectional endings L2	Franken · Dance · Super Smile	Reads a sentence and picks the correctly inflected spelling in context.	"Maya has two pet cats / cat / cates."	RF.1.3f ●●●
7	R-controlled vowels spelling L3	The Bridge · Veggie · Kroc	Chooses among the r-controlled spellings that share one sound.	b__d → b_ird · er · ir · ur all spell /ɜr/	RF.2.3 ●●●
8	Complex vowel patterns L3	The Bridge · Veggie · Kroc	Handles diphthongs and variant vowels where position governs which spelling is used.	/aʊ/ → cl_oud / c_ow · /ɔɪ/ → c_oin / b_oy	RF.2.3b ●●●
9	Silent letters L3	Word · Temple	Spells words containing letters that are written but not heard.	k_nee · w_rite · lam_b · thum_b	RF.2.3e ?
10	Homophones L3	Franken · Dance · Super Smile	Chooses between same-sounding spellings using the meaning of the sentence.	"This soup is too / to / two hot to eat."	RF.2.3e ? L.2.4 ●●●
11	Doubling rules L3	Franken · Dance · Super Smile	Applies the doubling generalization when adding a vowel suffix to a short-vowel base.	"Kai is running / runing to the bus."	no clean match
12	Drop-e rules L3	The Bridge · Veggie · Kroc	Drops the silent e before a vowel suffix, and keeps it before a consonant suffix.	mak_ → ing / eing → making care + -ful → careful	no clean match
13	Y-to-i changes L3	Franken · Dance · Super Smile	Changes y to i before a suffix when the y follows a consonant.	happy → happier · cry → cried	no clean match

Vocabulary & comprehension

Runs alongside the word-recognition strands from Level 1, so meaning work never waits on decoding to be finished. Passages stay short and the questions do the work: sequence and main idea at Level 2, then context, structure and inference at Level 3.

	SKILL	EXERCISES	WHAT THE STUDENT DOES	EXAMPLE	ALIGNMENT
1	Sight words, Tier 1 L1	Abraca Pinata	Matches 54 of the highest-frequency words to build instant recognition, including irregular ones.	the · is · to · was · does · from · you · were · said · what	RF.K.3c ●●● RF.1.3g ●●●
2	Sentence comprehension L1	Pie Or Prize	Answers a literal question about a single read sentence.	"In the sentence <i>The little dog runs to the park</i> , where does the dog run?" → To the park. · To the store. ×	RL.1.1 0
3	Sight words, Tier 2 L2	FantoLand · Flowerz · Alien Camping · Bubble Dream	Extends automatic recognition to a further 105 high-frequency words.	because · through · people · always · around · world	RF.1.3g ●●● RF.2.3f ●●●
4	Paragraph comprehension L2	Mission Unlock	Reads a short multi-sentence passage and answers a question about sequence or detail.	"Kai got ready for school. First, he put on his shoes. Then, he grabbed his backpack. Next, he kissed his mom goodbye. Last, he ran to the bus stop." <i>What did Kai do right before he ran to the bus stop?</i>	RL.1.1 0 RI.1.1 ? RI.2.1 ?
5	Following directions, Level 1 L2	Photo Star	Reads a short printed statement and changes the character to match, from one attribute up to negation and because-clauses at its harder items.	"I have brown hair." · "I am smiling."	no clean match
6	Main idea L2	Mission Unlock	Distinguishes what a passage is centrally about from the supporting details.	"Dogs make great pets for many reasons. They are loyal and friendly... Some like to fetch... Others love to swim..." <i>What is this passage mainly about?</i>	RI.3.2 ●●●
7	Academic vocabulary L3	Cold Case	Matches general-purpose school words to their definitions, 105 pairs.	compare: "To look at two things and see how they are the same or different." describe: "To use words to tell what something is like."	RI.4.4 ?
8	Context clues L3	Mission Unlock	Infers the meaning of an unfamiliar word from the surrounding sentences.	"The whale swam past our tiny boat. It was so <i>huge</i> that its shadow covered everything." → Enormous. · Tiny. ×	L.2.4 ●●● L.3.4 ●●● L.4.4 ●●● RI.4.4 ?
9	Word relationships L3	Tutti Monkey	Pairs words by semantic relationship: synonyms, then antonyms, then harder synonym pairs.	large – great · hot – cold · brave – bold	L.4.5c ●●●
10	Multiple meanings L3	Pie Or Prize	Selects which meaning of a polysemous word the sentence calls for.	"She swung the <i>bat</i> at the ball." → A stick used to hit a baseball. · An animal that flies at night. ×	L.2.4 ●●● L.4.4 ●●●

	SKILL	EXERCISES	WHAT THE STUDENT DOES	EXAMPLE	ALIGNMENT
11	Following directions, Level 3 L3	Photo Star	Reads a printed description containing an embedded relative clause before acting on it.	"The girl, who is holding the doll in a dress, is wearing shorts."	<i>no clean match</i>
12	Text structure recognition L3	Pie Or Prize	Names how a passage is organized: sequence, cause and effect, comparison.	"First, crack the eggs into a bowl. Next, add some milk. Then, mix it all together. Last, cook it in a pan." <i>How is this text organized? → It tells steps in order.</i>	<i>no clean match</i>
13	Following directions, Level 4 L3	Photo Star	Handles negation, multi-clause descriptions and figurative language (idioms) that must be held in mind whole.	"Animals are not allowed in the castle I am visiting."	<i>no clean match</i>
14	Inferential comprehension L3	Pie Or Prize	Draws a conclusion the text supports but does not state.	"Amara grabs her umbrella under dark gray clouds. What is going to happen?" → <i>It is going to rain soon.</i>	RL.3.1 🟡 RI.3.1 🟡 RI.4.1 ●●●

A parent code stands for its (a) clause; lettered sub-standards are cited separately.

WHAT "NO CLEAN MATCH" MEANS

In the tables above, "no clean match" in the Alignment column means the grid assessed the natural match and scored it as not aligning, or the strand sat outside the grid's scope. The grid covered Reading: Literature, Reading: Informational Text, Reading: Foundational Skills and Language. **Speaking & Listening was tabulated only at grade 1 and scored as not aligning**; the Following Directions exercises are reading tasks and carry no code pending review. Grade 5 was also outside its scope.

A

Appendix A • Bonus games

Two bonus games appear inside the session about every other round of exercises. Their content is not tied to a single skill.

ACTIVITY	WHAT IT DOES	CONTENT	ALIGNMENT
FarmZilla	Syllable reading by semantic category, with the split marked in the word itself: extended syllable practice on thematically grouped vocabulary.	5 difficulty tiers, four themed sets each, drawn from foods, animals, family, nature, sports, body, school, places, science, professions, geography	RF.2.3c ●●● RF.3.3c ●●●
Magic Cauldron	Builds as many real words as possible from a fixed letter set: flexible recombination of graphemes and incidental orthographic practice.	80 letter sets with their accepted words	RF.1.3b ●●● RF.2.3 ●●●

FarmZilla, tier 5, Science
ex·per·i·ment · mi·cro·scope · as·tron·o·my · ev·a·po·rate · mol·e·cule
Magic Cauldron, letter set T E A C H E R
teacher · cheater · hectare · create · heater · reheat · cheat · earth · reach · trace · arch · etch ...

B **Appendix B • Placement step**

The placement step draws on a bank of 66 items (four warm-ups, 62 scored) across the four strands, tagged by grade, Pre-K through 4th. The student’s grade sets the highest level the placement can start at; in each strand it starts there and steps down when items are missed, and Level 1 is the floor. A student answers a subset, roughly 12 to 40 items.

STRAND	TASK	GRADE SPAN OF ITEMS	SAMPLE ITEM
Decoding	Hears a word, selects it from four printed choices, <i>FindWord</i> .	K → 3rd	Audio “cat” → cat · dog · sun · bus Audio “remember” → remember · material · medicine · machine
Phonological awareness	Answers a spoken question about the sounds in a word, <i>FindSound</i> .	Pre-K → 4th	“Listen: /b/ /a/ /t/. Which word is that?” → bat · cup · leg · mop “Which word has the /or/ sound?” → fork · fan · fun · fin
Spelling	Hears a word, selects its correct spelling from four plausible forms, <i>SpellWord</i> .	K → 3rd	Audio “pig” → pig · pigg · peg · pog Audio “paragraph” → paragraph · paragrah · paragraf · parograph
Comprehension	Reads a short passage and answers a question, <i>ReadPassage</i> .	K → 4th	Reads a two-sentence passage, then answers one literal question about it.

READING THE PLACEMENT RESULT

Distractors are built as near misses, not random words: **pigg** and **peg** sit one letter away from **pig**. Placement counts correct answers per strand; it does not read which distractor was chosen.

C Appendix C • Rhythm games

Every session also includes five rhythm games, about 8.5 minutes in all. They carry no words, so they sit outside the skill sequence; they practice timing, auditory attention and auditory memory.

GAME	WHAT THE STUDENT DOES	INPUT
Pop N’Run	Waters flowers spaced along a path, one tap per beat	Tap
Beat Jumper	Jumps an obstacle holding the same interval as the two runners ahead	Shake the device
Rhythm Cooking	Repeats a rhythm to toss fruit into a cauldron down a work chain	Tap
Fire Clap	Claps back a rhythm the characters clapped	Clap (microphone)
King Song	Sings back a phrase, karaoke style, lyrics on screen	Sing (microphone)
Rhythm Ranger	Pulls nails out of a tree, reproducing the rhythm the villain hammered them in	Tap
Fruit Fighter	Punches bouncing fruit back on the third beat of its bounce pattern	Punch above the camera, device flat
Groovy Trail	Catches the litter a polluter drops and sends it back, on the beat	Tap
Temple of Music	Rebuilds a melody she just heard by assembling blocks of sheet music	Drag and drop

D

Sources & notes

What this guide is built from, and what still needs review.

Program content	The US curriculum as it ships, read from the game’s data files, September 2026 edition.
Standards codes	The codes and verdict marks in section 05 are summarized from the K–4 Common Core alignment grid prepared for Poppins Learning. Standards alignment beyond these codes is in preparation as a companion document.
Scope of the program	Poppins Learning’s reading exercises are receptive and tap-to-answer. Handwriting, spoken retelling, group discussion and extended composition are outside its scope and are not claimed. Rhythm games use tapping, clapping, singing and device motion. The program is designed to amplify structured literacy instruction, not to deliver first instruction in it: the teacher or specialist introduces the rules, and the program gives them repeated practice.
What this document is not	A scope and sequence describes what a program teaches and in what order. It is not a statement of outcomes. Beyond the single trial reference on the cover, nothing here makes an efficacy claim; the trial is registered (NCT06592911); its results are not yet published.

Poppins Learning · US Reading Program, Scope & Sequence, September 2026 edition. Prepared for educators, reading specialists and interventionists.

Covering 62 skills, 20 core exercises and 2 bonus games. Standards alignment beyond the codes in section 05 is in preparation as a companion document.

Poppins Learning is an educational app designed to complement professional support for reading. The U.S. Food and Drug Administration does not regulate educational interventions for dyslexia, which is recognized as a specific learning disability under the Individuals with Disabilities Education Act (IDEA).

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