

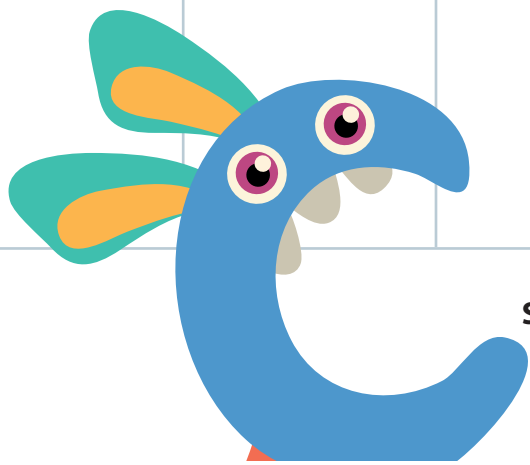
GRADE K Scope and Sequence

Week	Phonological/ Phonemic Awareness	Sound-Spelling Sequence	Word Skills/ Cumulative Review	High-Frequency Words/Sight Words	Print Awareness
1	Day 1 Sentence segmentation Day 2 Word blending (compound words) Day 3 Word segmentation (compound words) Day 4 Word deletion (compound words) Day 5 Review	m	(No word work in first four weeks; focus instead on initial alphabet instruction.)	a, the	Functions of Print: Print is used for different purposes and print corresponds to speech, word for word.
2	Day 1 Syllable blending Day 2 Syllable Segmentation Day 3 Syllable deletion Day 4 Recognize rhyme Day 5 Review	short a	(alphabet instruction)	go, to	Parts of a Book: front cover, title, back cover, pages
3	Day 1 Generate Rhyme Day 2 Categorize Rhyme Day 3 Blend onset and rime Day 4 Segment onset and rime Day 5 Review	s	(alphabet instruction)	and, like	Directionality: Reading books beginning to end, front to back.
4	Day 1 Isolate initial phoneme Day 2 Isolate final phoneme Day 3 Isolate medial phoneme Day 4 Categorize words based on similar phonemes Day 5 Review	p	(alphabet instruction)	play, that	One-to-One Correspondence: Print matches speech, word for word.
5	Day 1 Blend phonemes Day 2 Segment phonemes Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	t	VC, CVC	can, do	Letters and Words: Words are made up of individual letters that represent sounds.

2 SCOPE AND SEQUENCE



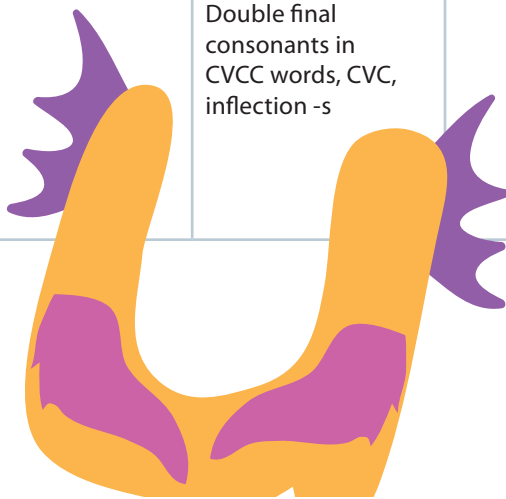
Week	Phonological/ Phonemic Awareness	Sound-Spelling Sequence	Word Skills/ Cumulative Review	High-Frequency Words/Sight Words	Print Awareness
6	Day 1 Phoneme deletion Day 2 Phoneme addition Day 3 Sound substitution Day 4 Blend and segment phonemes Day 5 Review	short i	VC, CVC	look, make	Book Handling: How to hold and read a book, turning pages, reading front to back.
7	Day 1 Word blending (compound words) Day 2 Word segmentation (compound words) Day 3 Syllable blending Day 4 Syllable Segmentation Day 5 Review	n	VC, CVC	is, what	Print and Pictures: Illustrations carry meaning and correspond to text, but the main message is the print.
8	Day 1 Generate Rhyme Day 2 Categorize Rhyme Day 3 Blend onset and rime Day 4 Segment onset and rime Day 5 Review	b	VC, CVC	I, you	Word Boundaries: Words are separated by spaces.
9	Day 1 Blend phonemes Day 2 Segment phonemes Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	hard c	VC, CVC	there, where	Words and Sentences: Sentences are made up of individual words and share a complete thought.
10	Day 1 Phoneme deletion Day 2 Phoneme addition Day 3 Sound substitution Day 4 Blend and segment phonemes Day 5 Review	short o	VC, CVC	of, this	Purpose of Punctuation: Punctuation indicates the end of sentences, questions, excitement, and pauses in speech.



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Week	Phonological/ Phonemic Awareness	Sound-Spelling Sequence	Word Skills/ Cumulative Review	High-Frequency Words/Sight Words	Print Awareness
11	Day 1 Generate Rhyme Day 2 Categorize Rhyme Day 3 Blend onset and rime Day 4 Segment onset and rime Day 5 Review	f	VC, CVC	no, will	Sentence Capitalization: Every sentence begins with a capital letter.
12	Day 1 Blend phonemes Day 2 Segment phonemes Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	h	VC, CVC	for, good	Purpose of Print: The print is the message.
13	Day 1 Phoneme deletion Day 2 Phoneme addition Day 3 Sound substitution Day 4 Blend and segment phonemes Day 5 Review	d	Inflection -s for nouns and verbs (no spelling changes; /s/ and /z/ for s)	they, with	Directionality: Reading pages from left to right, top to bottom.
14	Day 1 Generate Rhyme Day 2 Categorize Rhyme Day 3 Blend onset and rime Day 4 Segment onset and rime Day 5 Review	r	CVC, inflection -s	by, some	Directionality: Reading words from left to right.
15	Day 1 Blend phonemes Day 2 Segment phonemes Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	hard g	CVC, inflection -s	said, was	Return Sweep: Read words left to right to the end of the line. Then sweep back to the beginning of the next line of words.

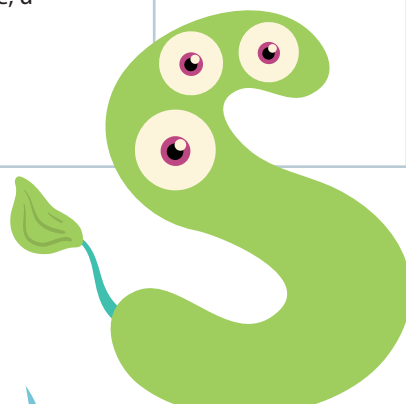
Week	Phonological/ Phonemic Awareness	Sound-Spelling Sequence	Word Skills/ Cumulative Review	High-Frequency Words/Sight Words	Print Awareness
16	Day 1 Phoneme deletion Day 2 Phoneme addition Day 3 Sound substitution Day 4 Blend and segment phonemes Day 5 Review	short e	CVC, inflection -s	from, have	Dialogue: Words spoken by characters begin and end with quotation marks.
17	Day 1 Generate Rhyme Day 2 Categorize Rhyme Day 3 Blend onset and rime Day 4 Segment onset and rime Day 5 Review	l	final consonants <i>ll, ss, ff</i> (will, sell, bell, less, miss, pass, puff)	all, these	Dialogue: Dialogue tags tell who is speaking. They can come before or after the words spoken, or in between.
18	Day 1 Blend phonemes Day 2 Segment phonemes Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	/k/ k, ck	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	help, her	Punctuation: Periods, exclamation marks, and question marks show how a sentence should be read and makes the meaning clear.
19	Day 1 Phoneme deletion Day 2 Phoneme addition Day 3 Sound substitution Day 4 Blend and segment phonemes Day 5 Review	short u	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	down, or	Illustrations: Illustrations help to show the meaning of the text.
20	Day 1 Generate Rhyme Day 2 Categorize Rhyme Day 3 Blend onset and rime Day 4 Segment onset and rime Day 5 Review	w	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	has, two	Directionality: Reading books beginning to end, front to back.



GRADE K Scope and Sequence

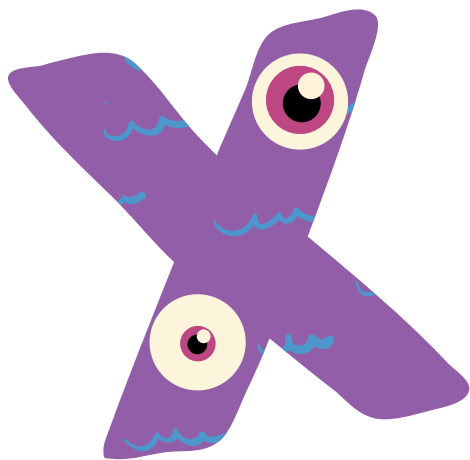
Week	Phonological/ Phonemic Awareness	Sound-Spelling Sequence	Word Skills/ Cumulative Review	High-Frequency Words/Sight Words	Print Awareness
21	Day 1 Blend phonemes Day 2 Segment phonemes Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	j, x	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	one, which	Dialogue: Dialogue tags tell who is speaking. They can come before or after the words spoken, or in between.
22	Day 1 Phoneme deletion Day 2 Phoneme addition Day 3 Sound substitution Day 4 Blend and segment phonemes Day 5 Review	v	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	animals, his	Word Length: Words are made up of different numbers of letters. Word can be long or short.
23	Day 1 Generate Rhyme Day 2 Categorize Rhyme Day 3 Blend onset and rime Day 4 Segment onset and rime Day 5 Review	qu	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	be, day	One-to-One Correspondence: Print matches speech, word for word.
24	Day 1 Blend phonemes Day 2 Segment phonemes Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	y, z	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	are, he	Dialogue: Dialogue tags are words such as <i>said</i> , <i>ask</i> , <i>whisper</i> and <i>yell</i> . They tell who is speaking and how they speak.
25	Day 1 Phoneme deletion Day 2 Phoneme addition Day 3 Sound substitution Day 4 Blend and segment phonemes Day 5 Review	VCe long a	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	could, we	Capitalization: Capitalization of names, labels, first words in sentences, and for emphasis (see p. 8 of decodable reader).

Week	Phonological/ Phonemic Awareness	Sound-Spelling Sequence	Word Skills/ Cumulative Review	High-Frequency Words/Sight Words	Print Awareness
26	Day 1 Sentence segmentation Day 2 Word blending (compound words) Day 3 Word segmentation (compound words) Day 4 Word deletion (compound words) Day 5 Review	VCe long i	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	then, were	Return Sweep: Read words left to right to the end of the line. Then sweep back to the beginning of the next line of words.
27	Day 1 Syllable blending Day 2 Syllable Segmentation Day 3 Syllable deletion Day 4 Recognize rhyme Day 5 Review	VCe long o	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	been, now	Words and Sentences: Sentences are made up of individual words separated by spaces. Sentences share a complete thought.
28	Day 1 Generate Rhyme Day 2 Categorize Rhyme Day 3 Blend onset and rime Day 4 Segment onset and rime Day 5 Review	VCe long u, VCe long e	REVIEW: Double final consonants in CVCC words, CVC, inflection -s	how, when	Directionality: Reading pages left to right, top to bottom.
29	Day 1 Isolate initial phoneme Day 2 Isolate final phoneme Day 3 Isolate medial phoneme Day 4 Categorize words based on similar phonemes Day 5 Review	REVIEW: Short vowels a, i	REVIEW: Inflection -s	review	One-to-One Correspondence: Print matches speech, word for word.
30	Day 1 Blend phonemes Day 2 Segment phonemes Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	REVIEW: Short vowels, o, e, u	REVIEW: Inflection -s	review	Illustrations: Illustrations help to show the meaning of the text, but the text is the main message.



GRADE K Scope and Sequence

Week	Phonological/ Phonemic Awareness	Sound-Spelling Sequence	Word Skills/ Cumulative Review	High-Frequency Words/Sight Words	Print Awareness
31	Day 1 Phoneme deletion Day 2 Phoneme addition Day 3 Sound substitution Day 4 Blend and segment phonemes Day 5 Review	REVIEW: Long vowels <i>a, i</i> in CVCe	REVIEW: Inflection -s	review	Punctuation: Periods, exclamation marks, and question marks show how a sentence should be read and makes the meaning clear.
32	Day 1 Word blending (compound words) Day 2 Word segmentation (compound words) Day 3 Syllable blending Day 4 Syllable Segmentation Day 5 Review	REVIEW: Long vowels <i>o, e, u</i> in CVCe	REVIEW: Inflection -s	review	Return Sweep: Read words left to right to the end of the line. Then sweep back to the beginning of the next line of words.

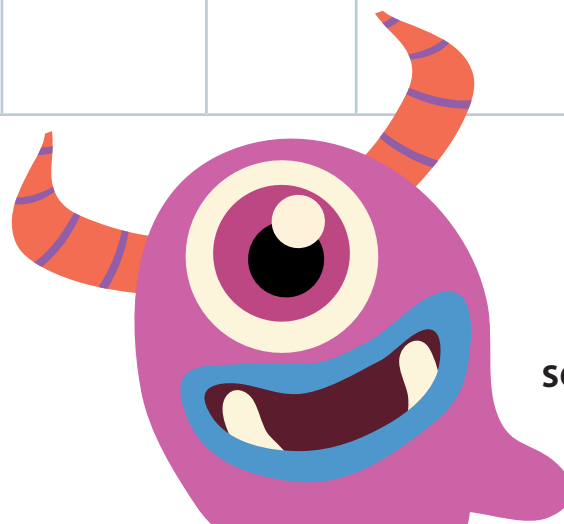


GRADE 1 Scope and Sequence

Week	Phonemic Awareness	Sound-Spelling Focus	Word Skills	High-Frequency Words	Concepts of Print/Fluency	Spelling Words
1	Day 1 Isolate initial phoneme Day 2 Isolate final phoneme Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	m, t, p, short a	VC, CVC	an, and, as, at,	<ul style="list-style-type: none"> Day 1 Song: Concept of Word, Word Boundaries Day 2 Decodable Reader: Parts of a Book (front cover, title page, back cover) 	an, and, as, at, map, mat, tap
2	Day 1 Isolate initial phoneme Day 2 Isolate final phoneme Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	s, n, b, short i	Review VC, CVC	a, l, see, the	<ul style="list-style-type: none"> Day 1 Song: Sentence Boundary Day 2 Decodable Reader: Directionality 	bat, bin, nap, pan, see, sit, the, tin
3	Day 1 Isolate initial phoneme Day 2 Isolate final phoneme Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	m, t, p, short a	Review VC, CVC	if, in, is, it	<ul style="list-style-type: none"> Day 1 Song: Word Boundaries 	cat, fan, him, hot, if, is, not, pot
4	Day 1 Isolate initial phoneme Day 2 Isolate final phoneme Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	hard g, d, r, /z/ spelled s, short u	Inflection -s for nouns and verbs (no spelling changes; /s/ and /z/ for s)	go, no, of, so	<ul style="list-style-type: none"> Day 1 Song: Sentence Features (first word, capitalization, punctuation) 	bugs, dip, fun, go, hug, of, rips, sun
5	Day 1 Isolate initial phoneme Day 2 Isolate final phoneme Day 3 Blend phonemes Day 4 Segment phonemes Day 5 Review	qu, k, -ck, l, short e	Review Inflection -s (no spelling changes)	but, can, did, get	<ul style="list-style-type: none"> Day 1 Song: Word Boundaries 	did, duck, get, let, pack, pet, quack, quick

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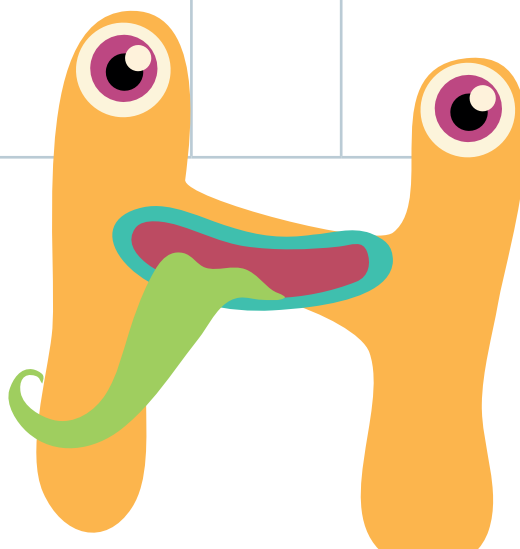
Week	Phonemic Awareness	Sound-Spelling Focus	Word Skills	High-Frequency Words	Concepts of Print/Fluency	Spelling Words
6	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	w, y, j, v, x, z	Final consonants ll, ss, ff	was, were, will, with	<ul style="list-style-type: none"> Day 1: Sentence Features 	fell, fix, jam, vet, was, will, win, yes
7	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	Consonant digraphs sh and th (voiced and unvoiced)	Inflectional ending -ing (no spelling changes)	been, had, has, said	Rate	bath, been, fish, path, said, ship, shop, thick
8	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	Consonant digraphs ch, tch, and wh	Inflectional endings -s and -es (no spelling changes)	that, these, this, those	Accuracy	catch, chick, chin, hatch, match, that, this, when
9	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	initial blends with s, l, r	Inflectional ending -ed (no spelling changes)	like, made, make, time	Intonation	flag, frog, glad, made, make, step, stop, trip



GRADE 1 Scope and Sequence

Week	Phonemic Awareness	Sound-Spelling Focus	Word Skills	High-Frequency Words	Concepts of Print/Fluency	Spelling Words
10	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	final blends (except -nk and -ng)	Inflectional ending -ing with spelling changes	be, by, he, we	Volume & Stress	be, gift, he, jump, lunch, milk, nest, sand
11	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	a_e, i_e	VCE; soft c and g	could, would, you, your	Phrasing	bike, date, nice, ride, same, tape, you, your
12	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	o_e, u_e, e_e	Inflectional ending -ed with spelling changes	have, many, take, write	Rate	cute, have home, hope, many, note, rule, use
13	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	long vowels /e/ e; /i/ i, y; /o/ o	Closed and open syllables; prefixes <i>re-</i> , <i>un-</i>	give, little, live, still	Accuracy	by, give, hi, live, me, no, so, we

Week	Phonemic Awareness	Sound-Spelling Focus	Word Skills	High-Frequency Words	Concepts of Print/Fluency	Spelling Words
14	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	long a spelled ai, ay	Suffixes -y, -ly	day, may, my, way	Intonation	day, hay, rain, sail, stay, tail, train, way
15	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	long e spelled ee, ea	Suffixes -less, -ful	her, him, his, she	Volume & Stress	beach, clean, feet, her, leaf, need, she, sheep
16	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	long o spelled oa, ow	Compound words	their, them, they, two	Phrasing	bowl, coat, goat, grow, snow, their, they, toad
17	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	long i spelled igh, ie	Possessives with 's	how, into, now, one	Rate	bright, high, how, light, night, now, pie, tie



GRADE 1 Scope and Sequence

Week	Phonemic Awareness	Sound-Spelling Focus	Word Skills	High-Frequency Words	Concepts of Print/Fluency	Spelling Words
18	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	long u spelled u, ew, ue	Contractions with n't, 's, 'm	find, first, long, look	Accuracy	blue, clue, few, find, flew, glue, look, new
19	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	blends -ng and -nk	Contractions with 'll	are, than, then, there	Intonation	are, bang, bank, bring, there, thing, think, wink
20	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	r-controlled ar	Contractions with 've and 're	down, on, to, up	Volume & Stress	arms, barn, car, dark, down, far, park, shark
21	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	long vowels /e/ e; /i/ i, y; /o/ o	Closed and open syllables; prefixes re-, un-	give, little, live, still	Accuracy	by, give, hi, live, me, no, so, we

Week	Phonemic Awareness	Sound-Spelling Focus	Word Skills	High-Frequency Words	Concepts of Print/Fluency	Spelling Words
22	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	r-controlled or, ore, oar	REVIEW: Inflections -s and -es, with and without spelling changes	number, other, people, water	Rate	board, people, roar, short, snore, store, storm, water
23	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	short and long oo (oo, ou)	REVIEW: Inflection -ed, with and without spelling changes	do, for, from, or	Accuracy	book, bookshelf, broom, choose, do, foot, from, good
24	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	Diphthongs /ou/ ou, ow; /oi/ oi, oy	REVIEW: Inflection -ing, with and without spelling changes	what, when, which, who	Intonation	cloud, cow, mouse, oil, shout, toy, what, who
25	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	Complex vowel in all spelled au, aw, alk, all, alt	REVIEW: Inflections -s, -es, and -ing, with and without spelling changes	about, all, called, out	Volume & Stress	about, all, fall, paw, salt, saw, talk, walk

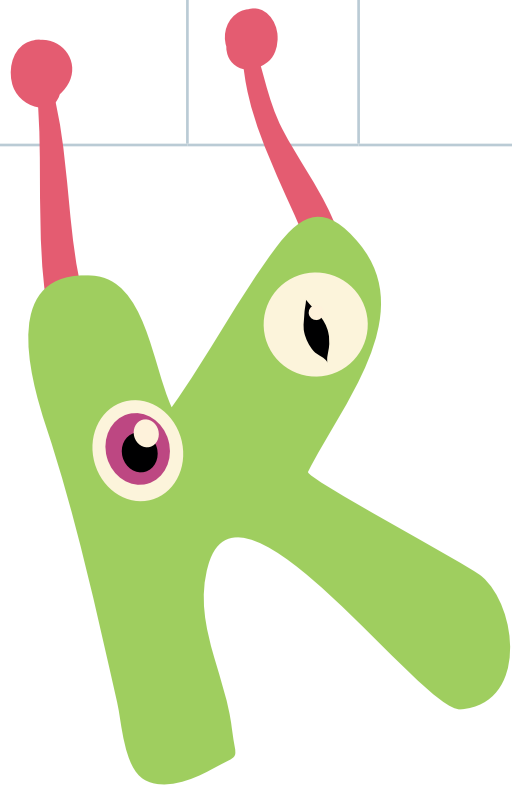


GRADE 1 Scope and Sequence

Week	Phonemic Awareness	Sound-Spelling Focus	Word Skills	High-Frequency Words	Concepts of Print/Fluency	Spelling Words
26	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	two-syllable words with closed syllable plus -le	REVIEW: Closed and open syllables	Review	Phrasing	bubble, buckle, bundle, giggle, other, puddle, riddle, word
27	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	REVIEW: Long vowels spelled, e, i, o, and all CVCe long vowels; Soft g and c	REVIEW: Prefixes <i>re-</i> , <i>un-</i> and suffixes <i>-y</i> , <i>-ly</i> , <i>-less</i> and <i>-ful</i>	Review	Rate	helpful, icy, likely, lucky, painless, redo, reuse, undo
28	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	REVIEW: Long a spelled ai, ay; Long e spelled ee, ea	REVIEW: Compound words	Review	Accuracy	into, outside, railroad, rainbow, raindrop, sailboat, snowman, sunset
29	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	REVIEW: Long i spelled, y, ie, and igh; Long u spelled ew, and ue	REVIEW: Possessives with 's	Review	Intonation	bakes, baking, books, catches, fixes, lunches, ripping, rips



Week	Phonemic Awareness	Sound-Spelling Focus	Word Skills	High-Frequency Words	Concepts of Print/Fluency	Spelling Words
30	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	REVIEW: r-controlled vowels (ar, er, ir, ur, or, ore, oar)	REVIEW: Contractons n't, 's, 'm, 'll, 've, 're	Review	Volume & Stress	can't, he's, I'm, I've, she'll, they're, we're, won't
31	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	REVIEW: Short and long oo (oo, ou) and diphthongs ou, ow, oi, oy	REVIEW: Comparatives and superlatives -er, -est	Review	Phrasing	faster, fastest, higher, highest, nicer, nicest, taller, tallest
32	Day 1 Isolate phonemes (all positions) Day 2 Isolate phonemes (all positions) Day 3 Blend and segment phonemes Day 4 Blend and segment phonemes Day 5 Review	REVIEW: Complex vowel in all spelled au, aw, alk, all, alt	REVIEW: Two-syllable closed syllable + -le	Review	Prosody	cried, helping, hoping, hopping, jumped, making, popped, skated

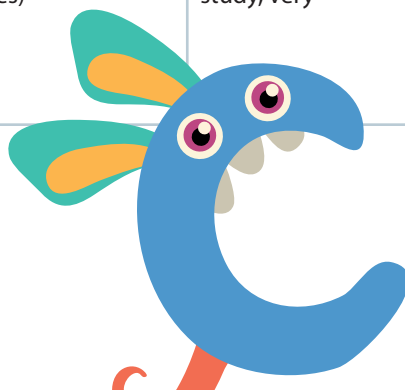


GRADE 2 Scope and Sequence

Week	Phonics Skill Sequence	Word Study	High-Frequency/ Sight Words	Spelling Words	Fluency
1	short <i>a, i</i> (CVC), <i>s /z/</i>	inflection -s no spelling changes (bags, sits)	am, as, big, did, give, had, live, man	as, big, cat, fit, give, had, hats, hid, is, jam, live, mat, pat, pin, sad, sits	Rate
2	short <i>o, e, u</i> (CVC)	two-syllable VCCV (napkin)	into, me, men, not, on, put, set, us	basket, buns, fun, gets, hot, into, leg, me, nut, on, picnic, pop, pot, put, ten, top	Accuracy
3	<i>s, l, r</i> initial blends and three-letter clusters; double final letters <i>ll, ff, ss, zz</i>	inflections, including double final consonant (tapping, ripped)	called, different, off, small, spell, still, tell, well	called, class, crab, different, fell, frog, glad, grass, hill, problem, running, slipped, spell, stop, stuff, tell	Intonation
4	final blends	suffixes <i>-er, -est</i>	after, ask, its, just, long, most, number, want	after, best, bigger, fastest, gift, hand, help, left, long, milk, number, pond, sing, skunk, think, want	Volume & Stress
5	Consonant digraphs <i>sh, ch, tch, th, wh, ck</i>	inflectional endings, including rules for <i>-s, -es</i>	back, each, much, she, such, three, where, who	boxes, catch, chick, each, fetch, much, rocks, shut, stick, them, when, where, which, who, wish, with	Phrasing
6	Long vowels <i>e, i, o, y /i/</i> in CV and with blends (me, my, hi, go, gold, find, blind, wild)	possessives 's	about, end, even, find, kind, old, over, why	about, be, cold, even, find, go, gold, hi, kind, me, mind, my, shy, so, we, wild	Rate
7	long vowels <i>a_e, i_e</i> (CVCe); soft <i>c</i> (cave, smile, reptile, pancake)	inflectional endings <i>-s</i> and <i>-ed</i> with silent <i>e</i>	become, came, come, face, line, name, place, same	become, cave, come, face, fine, hiked, inside, line, mile, pancake, race, reptile, smile, snake, time, traded	Accuracy
8	long vowels <i>e_e, o_e, u_e</i> (CVCe); soft <i>g</i> (theme, rode, flute, cute, excuse)	inflectional endings <i>-ing</i> after silent <i>e</i>	above, change, here, home, move, page, picture, use	cage, change, cute, excuse, here, home, hoping, huge, move, note, pole, riding, rode, rules, theme, tune	Intonation

2 SCOPE AND SEQUENCE

Week	Phonics Skill Sequence	Word Study	High-Frequency/ Sight Words	Spelling Words	Fluency
9	Consonant + <i>le</i> syllables	closed and open syllable division (rabbit, robot, table, bubble)	example, hand, little, mother, only, people, sentence, than	apple, bottle, bubble, buckle, drizzle, example, jiggle, little, mother, people, pickle, puddle, rabbit, riddle, table, tumble	Volume & Stress
10	vowel digraphs <i>ai, ay, eigh</i> (paid, say, eight, remain)	compound words	away, great, made, may, play, say, their, way	away, day, daytime, eight, gray, great, mailbox, paid, paint, play, rain, stray, their, train, wait, weigh	Phrasing
11	Long <i>e</i> vowel digraphs <i>ee, ea, ie</i> (feet, deer, seat, ear, field)	contractions <i>n't, 's, 'm</i>	between, children, family, head, leave, means, our, read	between, chief, children, family, feet, field, green, head, meet, piece, please, real, seat, seed, teach, week	Rate
12	Long <i>o</i> vowel digraphs <i>oa, ow, oe</i> (boat, mow, toe)	contractions <i>'ll, 've, 're</i>	does, don't, follow, it's, know, open, second, together	below, boat, coat, does, float, follow, goat, grow, own, second, show, slow, snow, throw, toes, together	Accuracy
13	Long <i>i</i> vowel digraphs <i>ie, igh</i> (tie, high) and in <i>y_e</i> (type)	prefixes <i>re-, un-</i> (retie, replay, untie, unlock)	eyes, friends, idea, my, right, things, think, try	bright, cries, eyes, friends, fries, high, idea, lie, light, night, rewind, right, sight, style, type, untie	Intonation
14	Silent letters <i>kn, gn, wr, mb</i> (knees, climb, write, wrist, thumb)	suffixes <i>-ful, -less</i> (helpful/helpless, hopeful, hopeless)	help, land, often, once, school, watch, went, write	climb, endless, gnome, hopeful, knees, knit, knob, knock, know, lamb, often, school, thumbs, watch, wrists, write	Volume & Stress
15	Long <i>e</i> spelled <i>y</i> in VCCV words (happy, funny, lucky, sandy)	inflections, change <i>y</i> to <i>i</i> (babies, ladies, kitties)	any, carry, every, many, must, story, study, very	babies, every, funny, happy, lucky, many, penny, rainy, sandy, silly, stories, story, study, study, sunny, windy	Phrasing

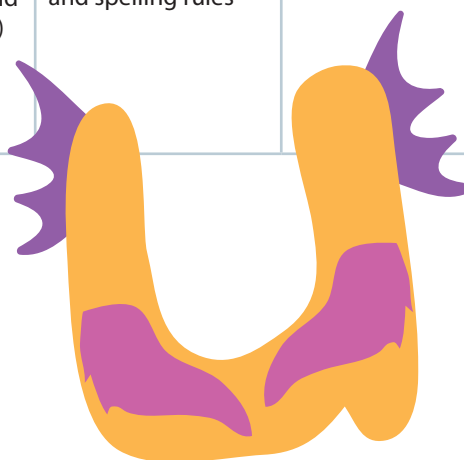


GRADE 2 Scope and Sequence

Week	Phonics Skill Sequence	Word Study	High-Frequency/ Sight Words	Spelling Words	Fluency
16	R-controlled (park, are, heart)	more suffixes <i>-y</i> , <i>-ly</i> (cloudy, luckily, quickly)	car, earth, large, learn, part, start, words, years	charming, earth, happily, hard, harm, heart, jar, large, learn, luckily, parking, smart, spark, star, starving, years	Rate
17	R-controlled <i>or</i> , <i>ore</i> , <i>our</i> , <i>oar</i> (for, store, pour, soar)	more prefixes <i>mis-</i> , <i>pre-</i> (repour, unlucky, misprint, pretest)	before, form, four, important, more, out, world, your	before, chore, court, door, four, important, misprint, pour, pretest, roar, score, short, snore, sort, store, your	Accuracy
18	R-controlled <i>er</i> , <i>ir</i> , <i>ur</i> , <i>or</i> (her, stir, turn, work)	r-controlled syllable division (marker, worker)	father, first, girl, letter, other, turn, water, work	burst, corner, curl, fern, first, fur, girl, her, marker, morning, order, shirt, stir, thirsty, water, work	Intonation
19	<i>air</i> , <i>are</i> , <i>ear</i> / <i>er/</i> (hair, stare, bear)	syllable division strategies	air, animals, far, near, never, paper, river, under	animals, bear, careful, fair, far, hair, near, never, pear, purple, scare, share, stare, startle, turtle, wear	Volume & Stress
20	Short <i>oo</i> / <i>ü/</i> (book, foot, wood)	more prefixes <i>over-</i> , <i>under-</i> (oversleep, underwater, rewear, unhappy, misspell, preread)	should, would, book, good, took, seem, keep, real	book, brook, crooked, flood, foot, hooded, hoof, overlook, shook, should, stood, took, underneath, wood, wool, would	Phrasing
21	Long <i>oo</i> , / <i>ü/</i> spelled <i>oo</i> , <i>ou</i> , <i>ew</i> , <i>ue</i>	homophones (to/ too/two; new/knew; there/they're/their, your/you're)	country, few, food, group, new, through, too, young	blue, choose, glue, group, knew, new, noodles, routine, soup, stew, student, threw, through, too, tooth, two	Rate
22	Diphthong / <i>ou/</i> <i>ou</i> , <i>ow</i>	more homophones (no/know; by/bye/ buy; brake/break; week/weak; here/ hear)	enough, found, house, mountains, sound, thought, while, without	brake, break, brown, couch, cow, enough, flowers, fountains, ground, house, mountains, mouse, round, shout, sound, towel	Accuracy

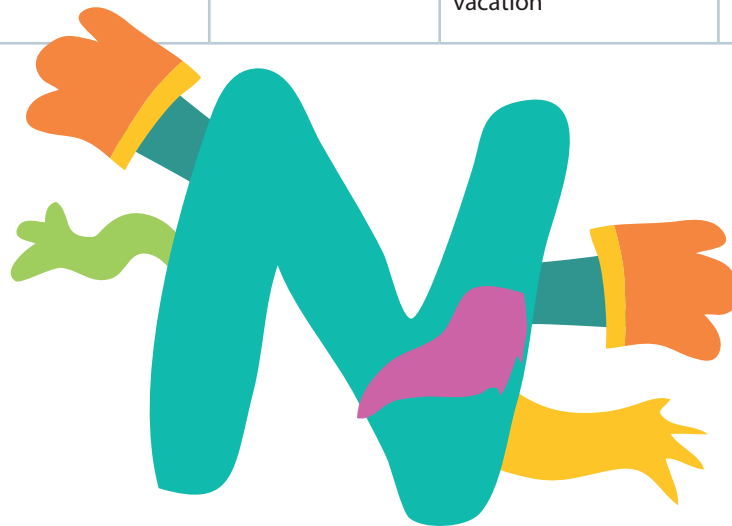


Week	Phonics Skill Sequence	Word Study	High-Frequency/ Sight Words	Spelling Words	Fluency
23	Diphthong /oi/ oi, oy	more suffixes <i>-ness, -ment</i> (review previous and introduce new) (enjoyment, sadness)	boy, high, light, might, night, point, something, sometimes	boil, boy, choice, coin, cowboy, destroy, enjoyment, goodness, high, joy, night, noise, oil, point, toy, voice	Intonation
24	Complex Vowel /aw/ aw, au, augh, ough, and in glued sounds all, alk, alt (saw, cause, caught, thought, walk, ball)	more suffixes <i>-age, -ish, -able</i> (spoilage, boyish, walkable)	almost, also, always, because, saw, talk, until, walk	always, ball, because, bought, brownish, call, cause, claw, fall, paw, salt, saw, stalk, storage, talk, yawn	Volume & Stress
25	Initial schwa (about, away, apart)	REVIEW: suffixes	add, again, along, another, around, both, city, close	above, adult, again, against, ago, agree, ahead, alone, along, another, apart, around, arrive, asleep, happiness, thankful	Phrasing
26	Final stable syllables <i>-ture, -sure, -tion, -sion</i> (moisture, closure, nation, poison)	REVIEW: prefixes	answer, began, begin, being, below, side, state, white	action, answer, assure, began, being, below, creature, decision, fiction, future, mission, mixture, pleasure, remind, station, uncover	Rate
27	REVIEW: Vowel Teams	REVIEW: possessives and contractions	Review	afraid, coast, crow, feel, flies thigh, flow, free, lighthouse, main, may, maybe, peach, season, throat, tried	Accuracy
28	REVIEW: long e spelled y (closed and open) (funny, baby)	REVIEW: inflections and spelling rules	Review	baby, bunnies, bunny, cherry, daddy, furry, honey, hurried, hurry, hurrying, lady, monkey, pennies, pony, tiny, yummy	Intonation



GRADE 2 Scope and Sequence

Week	Phonics Skill Sequence	Word Study	High-Frequency/Sight Words	Spelling Words	Fluency
29	REVIEW: R-Controlled Vowels	REVIEW: homophones	Review	burger, carpet, cart, circus, forget, hear, heard, herd, here, pair, partner, squirm, there, third, warm, worm	Volume & Stress
30	REVIEW: Short and Long /oo/ (all spellings)	REVIEW: closed syllable division and compound words	Review	afternoon, breakfast, clue, cook, cookbook, drew, flew, food, football, mood, moon, noon, room, soon, tool, true	Phrasing
31	REVIEW: Vowel Diphthongs and Complex Vowels	REVIEW: open and closed syllable division	Review	caught, chalk, cough, crown, daughter, mall, moist, mouth, soil, south, spoil, sprout, stall, straw, town, walk	Intonation
32	REVIEW: Initial Schwa and Final Stable Syllables	REVIEW: consonant + /e words (cattle, table, marble, beetle)	Review	aboard, adore, adventure, alarm, assure, awake, award, enclosure, motion, nation, nature, occasion, picture, portion, sculpture, vacation	Volume & Stress

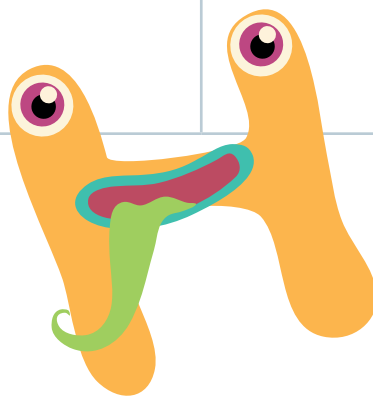


GRADE 3 Scope and Sequence

Week	Phonics Skill Sequence	Word Study	High-Frequency/ Sight Words	Spelling Words	Fluency
1	short vowels <i>a, e, i, o, u</i>	closed two-syllable words, VCCV (napkin, basket, rabbit)	basket, bed, bump, bun, does, glad, house, kit, log, melt, mother, move, off, problem, rest, rug, slip, stop, sudden, want	as, big, cat, fit, give, had, hats, hid, is, jam, live, mat, pat, pin, sad, sits	Rate
2	long vowels spelled <i>a, e, i, o, u</i> ; Soft <i>c</i> and <i>g</i> (he, hi, go, take, bite, pole, cute)	VCe words (face, kite, cute, reptile, excuse, basement)	came, change, close, here, home, life, page, place, take, where	age, change, cute, here, huge, kite, mine, nice, note, page, pile, place, race, same, snake, stove, take, time, vote, where	Accuracy
3	consonant digraphs <i>ch, tch, ck, th, sh, ph, wh</i> (phone, chase, which, shade)	Inflections <i>-s, -es, -ing</i>	children, earth, group, should, something, things, think, thought, through, watch	bench, dishes, fish, itch, lunch, much, phone, places, plates, shade, something, taking, thick, think, thought, through, watch, whale, when, which	Intonation
4	long <i>a</i> vowel pairs (<i>ai, ay, ea, ei, ey, eigh</i>) (wait, day, break, veil, they, sleigh)	inflection <i>-ed</i>	again, air, always, away, great, head, learn, mountains, play, say	again, aim, always, away, break, day, eight, fixed, great, head, mail, played, say, sleigh, stay, they, trail, wait, way, weighed	Volume & Stress
5	long <i>e</i> vowel pairs (<i>ee, ea, ie, ey</i>) [feet, bead, field, key]	contractions	between, eat, even, feet, hear, means, need, read, three, years	alley, between, chief, deep, doesn't, even, field, green, key, least, leaves, means, please, seeds, team, they'll, they're, three, week, years	Phrasing
6	long <i>e</i> spelled <i>y</i> and Long <i>i</i> spelled <i>y</i> (try, cry, happy, bunny, lucky, funny)	syllable division in closed syllable words (nap/kin, bun/ny)	carry, city, country, every, only, story, study, try, very, why	body, city, copy, country, cry, every, fly, funny, happy, honey, jelly, lucky, messy, monkey, really, sixty, sky, story, very, windy	Rate

2 SCOPE AND SEQUENCE

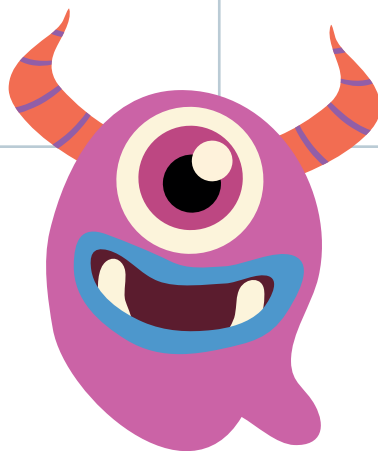
Week	Phonics Skill Sequence	Word Study	High-Frequency/ Sight Words	Spelling Words	Fluency
7	3-letter blends (stream, sprain, scrap)	suffixes <i>-y, -ly, -ily</i> (scrappy, clearly, easily)	any, ask, end, eyes, family, hand, kind, most, old, over	clearly, family, happily, kind, lovely, most, nearly, old, over, scrap, scream, screech, simply, splash, splendid, sprain, spray, steadily, stream, stroll	Accuracy
8	long <i>o</i> vowel pairs (<i>oa, ow, oe, ew</i>) (boat, low, toe, sew)	syllable division with open syllables VCV (baby, robot, begin, relax)	began, begin, below, both, follow, grow, off, own, show, song	begin, boat, both, bow, float, flow, follow, grow, low, okay, open, parents, relax, row, sew, show, slowly, snow, toad, toe	Intonation
9	silent letters and silent partners <i>kn, mb, wr, sw, dge /j/,</i> and <i>gh /g/, /f/</i> (know, thumb, write, rough, sword, answer, high)	VCV closed or open (robot, robin, zero)	answer, enough, high, know, large, light, might, night, picture, right	numb, know, knowledge, answer, large, write, swordfish, dodge, ghost, judge, limb, knight, wrestle, ridge, nudge, comb, rough, tough, cozy, cabin	Volume & Stress
10	initial schwa /ə/ [across, affect]	VCCCV syllable division (hundred, substance, address, instant)	above, along, around, last, late, left, let, list, mile, miss	around, above, along, last, list, across, affect, ahead, address, instant, hundred, about, after, against, aside, award, awake, arrive, adult, alone	Phrasing
11	r-controlled /ûr/ (burn, worker, her, girl, earn, earth)	compound words	after, girl, letter, next, sometimes, stop, turn, under, without, work	burst, corner, curl, fern, first, fur, girl, her, marker, morning, order, shirt, stir, thirsty, water, work, sometimes, without, under, letter	Rate
12	r-controlled /âr/ (part, heart, are, alarm, awar)	Inflections, change <i>y</i> to <i>i</i> (parties, bunnies, worries)	car, far, father, hard, keep, seem, start, state, those, tree	charmed, earth, marries, hard, harm, heart, jar, large, learn, farming, parking, smart, spark, star, starving, years, father, bunnies, worries, parties	Accuracy



GRADE 3 Scope and Sequence

Week	Phonics Skill Sequence	Word Study	High-Frequency/ Sight Words	Spelling Words	Fluency
13	r-controlled /ôr/ (fork, order, gator, chore, pour, soar)	syllable division with consonant + <i>le</i> (turtle, beetle, paddle)	back, before, big, example, form, four, little, man, men, world	before, chore, court, door, four, important, misprint, pour, pretest, roar, score, short, snore, sort, store, your, world, form, fort, pour, port *	Intonation
14	/er/ <i>air, are, ear</i> (hair, care, bear)	homophones (hair/ hare, fair/fare, stares/stairs, bear/ bare)	add, it's, its, leave, me, near, real, sea, too, two	animals, bear, careful, fair, far, hair, near, never, pear, purple, scare, share, stares, startle, turtle, wear, fare, stairs, bare, pair, beware	Volume & Stress
15	short oo /ü/ spelled <i>oo, u, o, ou</i> (book, foot, wood, put, wolf, would)	suffixes <i>-er, -est</i>	book, good, much, never, paper, river, such, tell, took, well	book, brook, crooked, flood, foot, hooded, hoof, overlook, shook, should, stood, took, underneath, wood, wool, would, good, never, paper, tell, well	Phrasing
16	long oo /ü/ spelled <i>oo, o, u, ou</i> (hoot, to, ruby, soup)	prefixes <i>re-, un-</i>	don't, food, just, land, must, plant, run, school, soon, went	blue, choose, glue, group, knew, new, noodles, routine, soup, stew, student, threw, through, too, tooth, two, school, soon, food, moon, broom	Rate
17	long oo /ü/ and long yoo spelled <i>ew, ue, ui</i> (blue, cue, new, few, suit, fruit)	multisyllabic word strategies	animals, become, being, cut, different, few, new, set, together, us	fruit, suit, blue, clue, true, dew, mildew, few, threw, withdrew, cue, subdue, due, recruit, together, new, different, become, being, suite	Accuracy
18	complex vowel /aw/ in <i>all, alk, alt</i> (tall, walk, salt)	prefixes <i>dis-, mis-</i>	almost, also, help, important, small, spell, still, talk, until, walk	always, ball, misread, call, fall, paw, salt, stalk, talk, fall, caught, discover, also, chalk, almost, walk, tall, follow, mistake, disbelief, fault	Intonation

Week	Phonics Skill Sequence	Word Study	High-Frequency/ Sight Words	Spelling Words	Fluency
19	complex vowel /aw/ <i>aw, au, augh, ough</i> (saw, cause, caught, thought)	suffixes <i>-less, -ful</i>	face, line, name, often, open, same, saw, side, while, white	because, bought, cause, claw, paw, saw, yawn, fawn, caught, cough, thought, often, open, while, white, helpful, helpless, hopeful, hopeless, brought	Volume & Stress
20	diphthong /ou/ <i>ou, ow</i> (shout, shower)	suffixes <i>-ous, -able, ible</i>	around, country, found, house, mountains, our, second, sound, without, young	brake, break, brown, couch, cow, enough, flowers, fountains, ground, house, mountains, mouse, round, shout, sound, towel, young, found, around, without	Phrasing
21	silent letters and silent partners <i>kn, mb, wr, sw, dge /j/, and gh /g/, /f/</i> (know, thumb, write, rough, sword, answer, high)	VCV closed or open (robot, robin, zero)	answer, enough, high, know, large, light, might, night, picture, right	numb, know, knowledge, answer, large, write, swordfish, dodge, ghost, judge, limb, knight, wrestle, ridge, nudge, comb, rough, tough, cozy, cabin	Volume & Stress
21	diphthong /oi/ <i>oi, oy</i> (soil, oyster)	VV syllable division (lion, giant, diet)	area, being, boy, idea, once, point, read, sentence, usually, voice	boil, boy, choice, coin, cowboy, destroy, enjoyment, goodness, high, joy, night, noise, oil, point, toy, voice, oyster, lion, giant, diet, soil	Rate
22	spelling <i>ie vs ei</i> (receive, ceiling, field, reindeer)	prefixes <i>pre-, sub-</i>	against, certain, cried, field, friends, listen, notice, piece	receive, field, foreigner, ceiling, reindeer, friend, either, neither, prevent, piece, certain, notice, against, listen, subway, weight, perceive, receipt, shriek, sieze	Accuracy



GRADE 3 Scope and Sequence

Week	Phonics Skill Sequence	Word Study	High-Frequency/Sight Words	Spelling Words	Fluency
23	final stable syllables <i>-ure, -ture, -sure</i> (injure, failure, moisture, closure)	suffixes <i>-ment, -ty</i>	REVIEW	answer, assure, began, being, below, creature, future, mixture, pleasure, remind, uncover, injure, failure, closure, basement, hefty, fixture, nature, feature, failure	Intonation
24	final stable syllables <i>-ion, -tion, -sion</i> (opinion, nation, poison)	suffixes <i>-en, -ish</i>	REVIEW	action, decision, fiction, mission, station, opinion, option, nation, poison, potion, motion, onion, lighten, darken, liven, pinkish, foolish	Volume & Stress
25	hard <i>ch /k/</i> , soft <i>ch /sh/</i> , and <i>-que, -qu /k/</i> (school, anchor, chef, machine, unique, antique, mosquito)	multisyllabic word strategies	REVIEW	school, anchor, chef, machine, unique, antique, mosquito, subtract, kitchen, inspect, pumpkin, sandwich, monster, sparkle, beetle, embrace, explode, panther, excite, robot	Phrasing
26	REVIEW: vowel digraphs	REVIEW: syllable division in compound words and consonant <i>+le</i>	REVIEW	afraid, coast, crow, feel, flies thigh, flow, free, lighthouse, main, may, maybe, peach, season, throat, tried, freedom, complain, explain, crowd, float	Rate
27	REVIEW: long e spelled y (closed and open) (funny, baby)	REVIEW: syllable division in VCCV words	REVIEW	baby, bunnies, bunny, cherry, daddy, furry, honey, hurried, hurry, hurrying, lady, monkey, pennies, pony, tiny, yummy, orchard, hungry, quickly, illness, simply	Intonation

Week	Phonics Skill Sequence	Word Study	High-Frequency/ Sight Words	Spelling Words	Fluency
28	REVIEW: r-controlled vowels	REVIEW: syllable division in VCV words	REVIEW	burger, carpet, cart, circus, forget, hear, heard, herd, here, pair, partner, squirm, there, third, warm, worm, warning, farmer, open, robin, zero	Intonation
29	REVIEW: short and long /oo/ (all spellings)	REVIEW: syllable division in VCe words	REVIEW	afternoon, breakfast, clue, cook, cookbook, drew, flew, food, football, mood, moon, noon, room, soon, tool, true, broom, necklace, bracelet, bedroom, footstool	Volume & Stress
30	REVIEW: vowel diphthongs	REVIEW: syllable division in VCCCV and VV words	REVIEW	crown, moist, mouth, soil, south, spoil, sprout, town, lion, giant, diet, boil, idea, point, noise, choice, coin, join, annoy, soybean	Phrasing
31	REVIEW: complex vowels	REVIEW: syllable division and recognizing prefixes	REVIEW	caught, chalk, cough, daughter, mall, stall, straw, walk, hallway, launch, haul, pause, sauce, salty, halt, stalk, always, altogether, faulty, claw	Intonation
32	REVIEW: initial schwa and final stable syllables	REVIEW: syllable division and recognizing suffixes	REVIEW	agree, asleep, awake, arrive, another, ahead, account, amount, attention, appear, addition, apply, avoid, opinion, affect, occasion, amazing, approve, arise, vacation	Volume & Stress

