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Scope and Sequence

	Level A	Level B	Level C
EMERGING AND DEVELOPING LITERACY SKILLS			
Auditory and Visual Skills			
listening and following directions	•		
auditory discrimination	•		
visual discrimination	•		
letter and word discrimination	•	•	
Phonemic Awareness			
rhyming	•	•	
segmenting and blending	•	•	
hearing sounds in words	•	•	
Concepts			
print concepts: letter, word, sentence	•		
direction of print	•		
beginning sound, beginning letter	•	•	•
sight words	•	•	•
Alphabet			
recognizing and naming uppercase and lowercase letters	•	•	
alphabet sequence	•	•	
matching uppercase and lowercase letters	•	•	
Writing			
letters, words, and phrases	•	•	•
sentences and stories		•	•
LETTER-SOUND ASSOCIATIONS			
Consonants in Initial Position			
<i>s, m, t, b, f, r, n, p, d, h, c, g, j, l, k, v, w, z, qu, y</i>	•	•	•
hard and soft c and g			•
Consonants in Final Position			
<i>b, m, t, d, g, n, p, f, l, r, s, x</i>		•	•
<i>ss, ll, tt, ck</i>		•	•
Consonants in Medial Position			
<i>b, d, f, g, l, m, p, t, v, z</i>			•
<i>bb, dd, ll, mm, nn, pp, rr, tt, zz</i>			•
Consonant Blends			
<i>bl, cl, fl, pl, br, dr, gr, tr, cr, fr, gl, sl, sn, sp, st, sw</i>		•	•

	Level A	Level B	Level C
Consonant Digraphs and Combinations			
<i>sh, ch, th, wh</i> in initial position		•	•
<i>sh, th, ch, ck, tch</i> in final position		•	•
<i>dge, ng</i>		•	•
<i>ph, gh</i>			•
Silent Letters			
<i>kn, wr, mb, gh, gu, sc</i>			•
Short Vowels			
initial vowel sounds	•	•	•
medial vowel sounds, CVC words	•	•	•
vowels in phonograms		•	•
vowels in syllables		•	•
Long Vowels			
CVCe words		•	•
vowel digraphs <i>ai/ay, oa, ee, ea</i>		•	•
<i>y</i> as a vowel		•	•
Variant Vowels, Digraphs, and Diphthongs			
<i>oo, ou, ow, ew, oi/oy, au/aw, ie, ey</i>			•
vowels in words ending in <i>Cle</i>			•
vowels followed by <i>r</i> : <i>ar, or, ore, er, ir, ur</i>			•
letter combinations: <i>alt, all, wa, ind, ild, igh, old, olt, ost</i>			•
STRUCTURAL ANALYSIS			
Syllabication			
compound words		•	•
hearing syllables in words		•	•
dividing and identifying polysyllabic words		•	•
Word Forms			
plurals		•	•
contractions		•	•
possessives			•
verb endings		•	•
adjective endings			•
base words		•	•
prefixes: <i>dis, un, re, mis, pre</i>			•
suffixes: <i>ful, ly, less, ness, er, or</i>			•

	Level A	Level B	Level C
Word Study			
synonyms			•
antonyms			•
homonyms			•
Reading Text			
using context and phonic skills to read words, phrases, sentences, and text	•	•	•
stories	•	•	•
poems		•	•
information			•

Objectives

- Blend initial consonant sounds with the phonogram **-ug**
- Read and write words with the phonogram **-ug**

TEACHING STRATEGIES

Phonemic Awareness

Phoneme Segmentation Present contrasting pairs of words with /u/ and /e/. Have students say them after you, segmenting each word into separate sounds. Model the first pair: **bug** /b/ /u/ /g/, **beg** /b/ /e/ /g/. Then do **nut/net**, **bud/bed**, **hum/hem**, **bun/Ben** together.

Introduce the Phonogram

Write **ug** on the board, and ask students if they can tell you the sounds these letters stand for [/u/]. Write **b** in front of the letters **ug**, leaving a little space. Ask students to give the sounds for the two parts [/b/ /u/ g/] and blend them together to make a word [**bug**]. In turn, write the letters **d, h, j, l, m, r, t** in front of **ug**, and have students blend the sounds and say the words [**bug, hug, jug, lug, mug, rug, tug**]. Point out the picture at the top of the page. Then say, "Ug the bug is on the rug." Ask volunteers to make up other sentences using the "ug" words.

WORK WITH THE PAGE

Read the directions, and name the pictures with students. Ask students to say the sound that stands for the first letter [/b/], then the sounds for the letters beside it [/u/ g/]. Have students blend the sounds and say the whole word [**bug**]. Then have them write the word **bug** on the line and draw a line to the picture that goes with it. Follow the same procedure for the other words on the page.

Say the sound of the first letter.
Blend it with **-ug**.
Write the word you say on the line.
Draw a line to the picture for the word.

b ug bug

j ug jug

h ug hug

r ug rug

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Blending initial consonants with **-ug** 105

Teaching Tools • Words with Short u

cub	bud	bun	but
hub	cud	fun	cut
rub	dud	sun	hut
sub	mud	pun	jut
tub	run	nut	rut

The words on this list can be used, along with other words containing **short u** phonograms on student book page 105, to practice blending and to build reading vocabulary.

Objectives

- Blend initial consonant sounds with **short u** phonograms
- Read words with the phonograms **-ub, -un, -ut**
- Write **ub, un, ut** to complete words




TEACHING STRATEGIES

Practice the Phonograms

Write the phonogram **-ut** on the board and have students say the sounds /ut/. Then write the following rhyming words in a column on the board: **but, cut, hut, jut, nut, rut**. Call attention to the phonogram and tell students that all these words are in the **"ut"** family. Model segmenting the initial consonant and the phonogram in each word, saying the sounds and then the whole word [/b/ /ut/ **but**, /k/ /ut/ **cut**, etc.]. Next, ask for words in the **"un"** family and write these in another column [**bun, fun, pun, run, sun**]. Segment and blend these words as above. Present and review other **short u** phonograms, and have students build word families with you such as **-ub, -ud, -um, -up**. Write them in columns on the board. Circle one of the words on the board. Ask a volunteer to read it and use it in a sentence. Do the same for three or four more words, taken from different columns.


WORK WITH THE PAGE

Do the examples at the top of the page together. Ask students to say the picture names and tell whether they hear /ub/, /un/, or /ut/. Have them trace **ub** in **sub**, **un** in **sun**, and **ut** in **cut**. Then read the directions to students. Point out that the first letter of the word for each picture name is written and that the picture names rhyme with one of the words at the top of the page. Give help in identifying any pictures that are unfamiliar. After students complete the page, go over it together.






sub sun cut


Name each picture.
Write **-ub, -un, or -ut** to complete each picture name.




cub



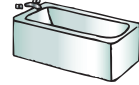
bun




run




hut



tub



nut



106 Writing phonograms to complete words

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Intervention Strategies

Work individually or in small groups with students who need more practice in auditory blending of words with phonograms containing the **short u** sound. Here are some words to use:

-um	b/um	g/um	h/um	s/um
-up	c/up	p/up		
-us	b/us			

You may also want to contrast some of these words with other words with short vowel phonograms: **hum/ him, sum/Sam, cup/cap, pup/pep**.

Objectives

- Associate the vowel sounds with letters **a, e, i, o, u** in words
- Discriminate medial vowel sounds in words
- Recognize and write short vowel words

TEACHING STRATEGIES

Phonemic Awareness

Phoneme Blending Remind students of the character names **Abby the cat, Emma the hen, Iggy the pig, Oscar the fox, and Ug the bug**. Say the names and review each of the short vowel sounds. Then, one at a time, say **cat, hen, pig, fox, and bug**. Segment each word, and say the individual sounds. Then have students blend the sounds and say each word [/k/ /a/ /t/ **cat**, /h/ /e/ /n/ **hen**, /p/ /i/ /g/ **pig**, /f/ /o/ /ks/ **fox**, /b/ /u/ /g/ **bug**].

Review Short Vowels

Have students take out their alphabet cards for the vowels **a, e, i, o, u**. Read the following words, one at a time. Ask students to repeat each word, then hold up the card that shows the letter that stands for the sound they hear in the middle of each word. If this exercise proves difficult, segment each word and elongate the vowel sound before asking students to hold up the letter card.


chop chip men man
spill spell hut hot


Write **cap** and **cup** on the board, one under the other. Show or draw a picture of a **cup**. Then ask a student to draw a circle around the word that matches the picture name. Ask how he or she knew the word was **cup** [by looking for the word with /u/ in the middle]. Finally, remind students that the other word must be **cap** because of /a/ and the letter **a** in the middle.

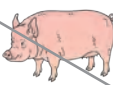
WORK WITH THE PAGE


Read the directions and name the letters and pictures at the top of the page with students:


Name each picture.
Look at the words beside the picture.
Circle the word with the same middle sound.
Write the word on the lines below the picture.



a cat



e hen



i pig



o fox



u bug


1  cot cut
hit hut
bat but bat

2  dog dug
mop mop
tub tab tub

3  but bat
mop mop
tub tab tub

4  pin pen
bug bug
fin fin

5  mop mop
tub tab tub
fin fin

6  tab tub
fin fin
fin fin

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Vowel sounds in words: short a, e, i, o, u 107

cat, hen, pig, fox, bug. Then name the pictures on the page. Explain that they can tell which word goes with each picture by saying the picture name, listening for the middle vowel sound, and choosing the word with the letter that goes with the sound. Remind them to circle the word first, and then write the word on the lines. Then let them finish the page independently.

Readers

Six Kids

Happy Birthday, Ana!

At the Pond



Objectives

- Hear /f/, /l/, /r/, /s/, /ks/ at the end of words
- Associate final sounds with final letters **f, l, r, s, x** in words
- Write final letters **f, l, r, s, x** to complete words

TEACHING STRATEGIES

Phonemic Awareness

Phoneme Deletion Explain that you are going to say a word and that students are to drop the last sound and say the word back to you. For example, if you say **beef**, they should say **bee** and tell you what sound was dropped [/f/]. Do this activity orally, without writing the words. Read the following words and have the class say each word without its final sound. Then have students say the sound that was dropped.

mail [may]	loaf [low]	paid [pay]
base [bay]	near [knee]	meal [me]

Introduce Final Consonants

Write the number six and the word **six** on the board. Ask students to say "six" and tell you the sound at the end of the word [/ks/]. Tell students that they will be writing the letter **x** for the sound /ks/ at the end of words.






Say each of the following words, and have a student come to the board to write the letter for the final sound. Use the following words:








beef	nail	mix	plus
meal	loaf	near	fox

WORK WITH THE PAGE

Name the pictures at the top of the page with students, emphasizing the final sound and noticing the final letter in each word. Read the directions and name the pictures on the page together. Tell students they can look at the top of the page to remind themselves of the letters

Name each picture.
Circle the letter for the sound at the **end** of the word.
Write the letter to complete the word.

 leaf
  wheel
  car
  bus
  fox

1  nail f r s l x	2  roof f l r s f x	3 6 six f l r s l x
4  box l r s l x	5  scarf f l r s f x	6 4 four f l r s l x
7  star f l r s l x	8  gas f l r s l x	9  seal f l r s l x

108 Final sounds and letters in words: f, l, r, s, x

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that go with the sounds. Then let them complete the page independently.

Intervention Strategies

Work individually or in small groups with students who need extra practice with final consonant sounds. Show pictures of words that end in **f, l, r, s, or x**. Say the picture name, and have students write the letter for the ending sound.

final f	scarf	roof	leaf
final l	doll	pool	seal
final r	jar	four	star
final s	gas	bus	kiss
final x	box	ax	fox

Objectives

- Decode CVC words using the consonants and vowels already introduced
- Write CVC words to match pictures

TEACHING STRATEGIES

Phonemic Awareness

Phoneme Segmentation In preparation for decoding, practice auditory segmenting. Say the word **jet**. Model auditory segmenting by saying the individual sounds [j/ /e/ /t/]. Then blend the sounds and say the word **jet** again. Have students segment and then blend these words with you:

wet kit pet zip lid

Introduce Decoding

Tell students that now that they know more letters and sounds, they can use them to read more words. Write the word **sun** on the board. Have students say the individual sounds [s/ /u/ /n/] and blend them to say the word. Ask students to draw a simple picture of the **sun**. Then have students say the sound that each letter represents as they practice writing **sun** on the board or on paper. Repeat this procedure with several more words from the Teaching Tools list. Talk about the meanings of words that may be unfamiliar. Use pictures and examples whenever possible. Ask volunteers to use each word in a sentence.

WORK WITH THE PAGE

Read the directions to the class. Blend the words on the page together orally. Identify the pictures with students. Then tell them to draw lines to match the words and pictures. Instruct them to write the word for each picture beside that picture.

Read each word.
Draw a line to its picture.
Write the word beside the picture.

hat
pop
kit
sub
web

kit
sub
hat
web
pop

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Decoding CVC words 109

Teaching Tools • Decodable Words

ax	jam	jet	jig	job
jog	jug	kid	kit	lap
led	leg	let	lid	lip
lit	log	lot	ox	tax
van	vet	wag	wax	web
wet	wig	win	won	zip

The words on this list are short vowel words that are decodable with the letters and sounds that have been learned so far. They can be written on the board or on cards and used to help students practice decoding and build their reading vocabulary.

Objectives

- Read **short a, e, i, o, and u** words in phrases
- Write phrases

TEACHING STRATEGIES

Practice Decoding

Remind students that they can read words they don't know by saying the sounds of the letters that they do know. They can use this knowledge to read phrases (more than one word). Write the following phrases on the board:

six men in a bus
get on the jet

Ask a volunteer to read each phrase. If any word is missed, model sounding the beginning consonant and blending it with the phonogram to produce the word. Then read the phrases together and discuss them. You may want to have students make up a story using one of the above phrases and draw pictures to illustrate it. Write the story on a chart, and let students practice reading it.

WORK WITH THE PAGE

Read the directions with students. Remind students to read both phrases beside each picture before they circle the phrase that goes with the picture. Circulate to provide guidance as needed. Then give students time to write the phrases they circled under the pictures. Have them read the phrases they wrote and check their work.

Read the phrases.
Circle the phrase that goes with each picture.
Write the phrase under each picture.

a big hug
on top of the jet

a pup in a box
bug on a bud

a run that is fun
the big red mug

a big hug

a pup in a box

a run that is fun

110 Reading phrases: CVC words

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