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Scope and Sequence

EMERGING AND DEVELOPING LITERACY SKILLS	Level A	Level B	Level C
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			
s, m, t, b, f, r, n, p, d, h, c, g, j, l, k, v, w, z, qu, y	●	●	●
hard and soft *c* and *g*			●
Consonants in Final Position			
b, m, t, d, g, n, p, f, l, r, s, x		●	●
ss, ll, tt, ck		●	●
Consonants in Medial Position			
b, d, f, g, l, m, p, t, v, z			●
bb, dd, ll, mm, nn, pp, rr, tt, zz			●
Consonant Blends			
bl, cl, fl, pl, br, dr, gr, tr, cr, fr, gl, sl, sn, sp, st, sw		●	●

	Level A	Level B	Level C
Consonant Digraphs and Combinations			
sh, ch, th, wh in initial position		●	●
sh, th, ch, ck, tch in final position		●	●
dge, ng		●	●
ph, gh			●
Silent Letters			
kn, wr, mb, gh, gu, sc			●
Short Vowels			
initial vowel sounds	●	●	●
medial vowel sounds, CVC words	●	●	●
vowels in phonograms		●	●
vowels in syllables		●	●
Long Vowels			
CVC*e* words		●	●
vowel digraphs *ai/ay, oa, ee, ea*		●	●
y as a vowel		●	●
Variant Vowels, Digraphs, and Diphthongs			
oo, ou, ow, ew, oi/oy, au/aw, ie, ey			●
vowels in words ending in C*le*			●
vowels followed by *r: ar, or, ore, er, ir, ur*			●
letter combinations: *alt, all, wa, ind, ild, igh, old, olt, ost*			●
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: *dis, un, re, mis, pre*			●
suffixes: *ful, ly, less, ness, er, or*			●

	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			●

Objective

- Decode and write words with consonant digraphs

TEACHING STRATEGIES

Review the Sounds

Write **ch, sh, th,** and **wh** on the board, and ask for the sounds these consonant digraphs stand for [/ch/, /sh/, /th/, /hw/]. Tell students that you will read sentences that have a missing word. The missing word begins with one of the digraphs on the board. Have a volunteer give a word that fits in the blank. Write it on the board and make sure all students agree that it begins with one of the four digraphs.

1. I am cold, so I'll ____ the window. [**shut**]
2. This book is divided into 22 ____. [**chapters**]
3. We were ____ for a drink after recess. [**thirsty**]
4. The police officer blew his shiny ____. [**whistle**]
5. It is a ____ that the ice cream melted. [**shame**]

Add **ck** to the digraphs on the board and ask what sound it stands for [/k/]. Then tell students to think of missing words that end with one of the five digraphs listed on the board.

6. Let's sit on a ____ and feed the pigeons. [**bench**]
7. A big mallard ____ quacked at the others. [**duck**]
8. Sue was taking a bubble ____. [**bath**]
9. We left in a ____ when it started to rain. [**rush**]
10. I'll fix a ____ for lunch. [**sandwich**]

Student Book page

Read the words. Look at each picture.
Circle the word that names each picture. Write the word.

1 shop / chop / **chase** — chase
2 crash / **crust** / flash — crust
3 chill / **shell** / shut — shell
4 **bench** / pinch / bunch — bench
5 which / chime / **white** — white
6 think / **thin** / chin — thin
7 chest / shame / **shave** — shave
8 **chick** / chimp / black — chick
9 **math** / with / much — math
10 stick / **track** / truck — track
11 **thank** / that / think — thank
12 shade / while / **whale** — whale

Consonant digraphs **59**

WORK WITH THE PAGE

Read the directions with students and name the pictures. Remind students to listen carefully for the digraph at the beginning or at the end of each picture name.

Readers

Fish and Chip

Fox & Little Chick

I Wonder What That Means?

Who Will Win?

PHONICS ADVENTURES

Objectives

- Decode words containing consonant digraphs
- Use decoding and context to read sentences

TEACHING STRATEGIES

Distribute writing paper to each student. Write the following three words on the board:

mush   much   math

Have students read the words to themselves. Then tell them to listen to the sentence you will say and decide which word completes the sentence. Have them write the answer on the paper. Say, "I ate too ___ cereal for breakfast." Have someone circle the answer on the board while all students correct their papers.

Repeat the procedure with the following words and sentences:

	crack
I see a ___ in the window.	crash
	crate
Please give	bash
this crayon ___ to Joe.	bank
	back
	such
The baby pig learned	
to ___ from a bottle.	**suck**
	swim

WORK WITH THE PAGE

Read the directions to the group. Tell students to read the word choices and look carefully to see how they are different. Remind them that they also have to think about the meaning of each sentence.

Read each sentence. Circle the word to complete the sentence. Write the word in the sentence.

1. My pet has a __thick__ shell. — thick / stuck / chick
2. Put the __trash__ in that big can. — crash / crush / trash
3. The big ship is all __white__. — whale / while / white
4. I will pick this __bunch__ of grapes. — bench / ranch / bunch
5. Carla can swim like a __champ__! — chase / champ / shop
6. Make the glass __shine__. — shame / stone / shine
7. I will take a trip next __month__. — month / math / mush
8. Ann sat in the __shade__ to rest. — shape / shade / stale

Games and Activities

I Packed a Trunk

In small groups, play **I Packed a Trunk.** Tell students to get ready to pack a trunk with things that begin or end with **ch, sh, th, wh,** or **ck.** Each student should write down some ideas for items they can pack. Students may pack things that people do not ordinarily take on a trip, such as chipmunks or shovels. Students sit in a circle and the first student begins by saying, "I packed my trunk, and in it I put a **chair."** If the word is accepted by everyone, it is the next player's turn moving clockwise. If the student gives an incorrect answer, the direction of the game moves counterclockwise. Play continues going around the circle until most students are out of words.

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2 Consonant Digraph: ph

Objective

- Associate the consonant digraph **ph** with the sound /f/, as in **phone**

TEACHING STRATEGIES

Phonics Warm Up

Write **chase, ship,** and **think** on the board and have students read the words aloud. Then have them choose a word to fill in the blanks as you read these sentences:

1. When you are "it" in tag, you ____ the other players. [**chase**]

2. I ____ with my brain. [**think**]

3. To sail across the sea, we would need a large ____. [**ship]**

Have students give the beginning sound of each word. Underline the **ch, sh,** and **th** and ask if anyone remembers the name we give to two consonants that stand for one sound [**consonant digraph**].

Then have students listen for the beginning sound as you pronounce **phone, photograph.** Ask what sound they hear [/f/]. Write the words on the board. Have a volunteer circle the letters that stand for the /f/ sound at the beginning of these words. Ask if they see the letters anywhere else [**end of photograph**]. Do the letters **ph** stand for /f/ in all cases? [**yes**]

Review the Sound

Remind students that when the letters **ph** come together in a word, they stand for /f/, as in **phone.** Write **pheasant, nephew,** and **orphan** on the board. Have students read the words and use them in sentences. Circle the **ph** in each word and have students pronounce the sound.

The letters **ph** stand for the /f/ sound.

phone   s**ph**ere   gra**ph**

Name each picture. Write two letters for the sound.

1	2	3
tro**phy**	dol**phin**	ele**ph**ant

4	5	6
photograph	ne**ph**ew	al**ph**abet

Read each sentence. Choose a word from above that completes the sentence and write it on the line.

1. Drew took our **photograph** in front of the sign.

2. The **dolphin** swam so close to me I could touch it.

3. The **elephant** always leads the circus parade.

4. My team won the **trophy**.

Consonant digraph: **ph** **61**

WORK WITH THE PAGE

Read the information at the top of the page. Next, read the directions for the top section. Then read the directions for the second section. Remind students that the words for the second section come from the top section.

Teaching Tools • Consonant Digraph ph

biography	digraph	geography	nephew
paragraph	pharmacy	pheasant	phonics
phonograph	photo	photograph	phrase
physical	physics	sphere	sphinx
telephone	triumph	trophy	zephyr

Create flash cards of the words above to use for vocabulary building.

Objective

- Associate the consonant digraph **gh** with /f/, as in **cough** and **laugh**
- Recognize that **gh** may also be silent, as in **caught** and **bought**
- Read words containing **ough** and **augh** in context

TEACHING STRATEGIES

Introduce the Sounds

Write **laugh, cough, caught,** and **dough** on the board, and have students read them aloud with you. Underline the **gh** in each word and ask students to tell you the sound the letters stand for in **laugh** and **cough** [/f/]. Then ask what the sound **gh** stands for in **caught** and **dough** [no sound; the letters are silent]. Write **augh** and **ough** on the board and explain that they are tricky letter combinations. Point out that students should try both the /f/ sound and no sound at all for these letter combinations, and that the context (the surrounding words) often help in figuring out the words with **ough** or **augh.**

Write the following sentence and word choices on the board. Underline the word **rough.** Have a student read the sentence aloud and tell which of the three word choices rhymes with **rough** [**stuff**].

The bench was so <u>rough</u>
I got a splinter in my leg.

slow
cow
stuff

Have student explain how they knew the word was **rough.**

WORK WITH THE PAGE

Read the information at the top of the page and have a student identify the pictures. Then read the directions. Tell students they are to do the page just as you did the example on the board. Read the answer choices aloud with them before they start working. When all students have finished, have the sentences and answers read aloud.

Sometimes the letters **gh** stand for the /f/ sound.

cou**gh**

Sometimes the letters **gh** are silent.

cau**ght**

Read each sentence. Circle the **ough** or **augh** word. Then circle the word in the box that rhymes with it. Write the word after the sentence.

1	Andy has a runny nose, a fever, and a (cough).	off	(off) / now / sniff
2	Mrs. Vargas (taught) school for thirty years.	caught	craft / (caught) / out
3	I had to (laugh) when I heard the funny story.	staff	(loft) / (staff) / law
4	The tiny bird flew (through) the open window.	grew	plow / (grew) / so
5	There were (enough) sandwiches to feed the whole team.	stuff	new / cow / (stuff)
6	Mr. Jackson (thought) I knew the answer to the question.	fought	draft / (fought) / cloud

62 Consonant digraph **gh** in **ough, augh**

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Intervention Strategies

Prepare word cards using the following words.

/f/: rough • tough • enough • laugh • cough laughter • phone • photo • phrase • phonics

silent: caught • taught • bought • fought • ought though • brought • dough • thought • through

Shuffle the cards and place the pile between two students. The first student turns up the top card and reads the word. The other student turns up the next card and reads it. If the words contain the same **consonant digraph** sound (either both /f/ or both silent), the second student keeps the pair. If they do not have the same sound, the first student keeps the pair. Students take turns being the first student to turn a card. If either student turns up a word they cannot read, the other student has a chance to read it and keep the pair regardless of the sounds. If neither student can read the word, set it aside and help students decode it after the game.

2 Consonant Combinations: tch /ch/, dge /j/

Objective

- Associate the consonant combinations **tch** and **dge** at the end of words with the sounds they represent

TEACHING STRATEGIES

Phonics Warm Up

Write the following words on the board:

patch	ditch	crutch
snatch	stretch	stitch

Have students read the words aloud as you point to each one. Ask what sound they hear at the end of the words [/ch/] and what letters stand for that sound [**tch**].

Repeat the procedure above with the /j/ sound of **dge.** Use the following words:

bridge	judge	dodge
lodge	fudge	smudge

Review the Sounds

Write the following word pairs on the board and read them to students:

ledge	nudge	patch	pitch
hedge	budge	match	ditch

Say the following three couplets aloud (do not write them), saying "blank" when you come to the blanks. Have students find a rhyming pair to complete the lines. When all have agreed on a pair, say the lines again, inserting the words selected.
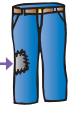
I gave the mule a ____,
but it would not ____ . [**nudge, budge**]

Yes, I saw him ____
that trash into the ____ . [**pitch, ditch**]

My blue pants have a yellow ____.
How is that for a perfect ____? [**patch, match**]

When a word ends in **tch,** the letters **tch** stand for the /ch/ sound.

When a word ends in **dge,** the letters stand for the soft **g,** or /j/, sound.

wa**tch**

ju**dge**

Name each picture.
Write three letters for the sound at the end of the word.

1. ma**tch**
2. ba**dge**
3. ske**tch**
4. pa**tch**
5. cru**tch**
6. swi**tch**
7. stre**tch**
8. bri**dge**
9. ca**tch**
10. fu**dge**
11. scra**tch**
12. pi**tch**

Consonant combinations: **tch, dge** 63

WORK WITH THE PAGE

Read the information at the top of the page together, reviewing the letters that sometimes stand for the /ch/ and /j/ sounds at the end of words. Read the directions and name all the pictures with students.

- -

Teaching Tools • Words with tch and dge

batch	Dutch	bridge	fudge
hitch	latch	grudge	nudge
stitch	switch	ridge	smudge

Have students create sentences with a word from the chart and a rhyming word.

Objectives

- Decode words ending in **tch** and **dge**
- Use decoding and context to read sentences

TEACHING STRATEGIES

Review the Sounds

Write the following words on the board: **hedge, edge, match,** and **catch.**

Tell students you will read a sentence with a word missing (say "blank" for the missing word). Ask them which of the words on the board fits in the sentence.

1. Push the rock over the ___ of the cliff. [**edge**]
2. We need a ___ to light the campfire. [**match**]
3. The thorns in that ___ are sharp! [**hedge**]
4. Can the outfielder ___ that fly ball? [**catch**]

Write **ditch** and **hatch** on the board. Ask students what the sound at the end of the words is [/ch/]. Ask what letters stand for the sound /ch/ [**tch**]. Erase the board and write **dodge, bridge,** and **fudge.** Follow the previous procedure with these words. Do not erase these words.

Write **cage, huge, page,** and **stage** on the board. Ask a student to read them.

Remind students that **g** followed by a "silent **e**" sometimes stands for /j/ at the end of words, too. Ask what else the "silent **e**" tells us about the first vowel.

Have students look at the two sets of words on the board and "figure out" when to write **dge** at the end of a word to stand for /j/ and when to write **ge.** Guide students to see that the **ge** words are long vowel words and the **dge** words are short vowel words.

WORK WITH THE PAGE

Read the directions aloud with students. Remind them to look at the answer choices carefully before selecting a final answer.

Read each sentence. Circle the word to complete the sentence. Write the word in the sentence.

1	What will **hatch** from this big white egg?	pitch / (hatch) / crutch
2	The dog ran to the **edge** of the cliff.	(edge) / hedge / egg
3	I **stretch** when I wake up in the morning.	stitch / patch / (stretch)
4	Mom made some **fudge** for me.	badge / flute / (fudge)
5	We can run to **catch** the bus.	witch / (catch) / patch
6	The men dug a long **ditch** for the pipe.	hitch / (ditch) / match
7	The **judge** has on a long black robe.	bridge / budge / (judge)
8	That plant made me **itch**. My hands have red spots on them.	(itch) / inch / switch

64 Reading sentences: **tch, dge**

Intervention Strategies

Students who are having trouble decoding consonant combinations **tch** and **dge** may benefit from this hands-on activity. Have students write these words, one to a card. Students can sort the words into rhyming sets and read the sets aloud with a teaching partner.

itch	ditch	hitch	pitch
stitch	switch	smudge	judge
nudge	fudge	crutch	hutch
catch	hatch	patch	match
bridge	ridge	edge	hedge
ledge	wedge	lodge	dodge

Students can also make up silly sentences using the rhyming sets. [e.g., The **edge** of the **hedge** left a **smudge** on the **judge's** robe.]