

English Foundational Skills and Word

Kindergarten

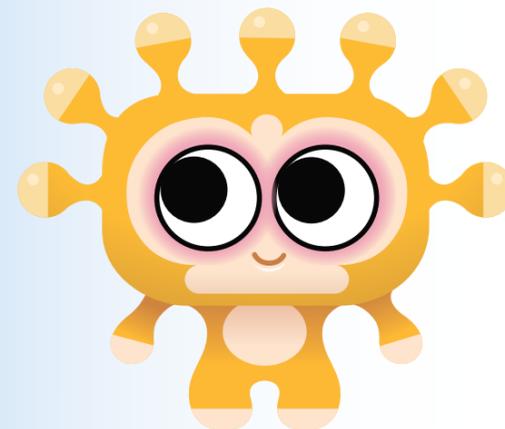
Grade K Optional Letter Recognition Unit

Letters are introduced in alphabetical order and accompanied by Practice Activities.

	Phonological Awareness	Phonics	High-Frequency Words
UNIT 1	Initial and Final Sounds Recognize Alliteration Middle Sounds Blend and Segment Onset and Rime Initial Sounds Rhyming Words	Consonants <i>Mm /m/</i> and <i>Tt /t/</i> Short <i>Aa /a/</i> Consonant <i>Ss /s/</i> Consonants <i>Pp /p/</i> and <i>Cc /k/</i> Short <i>Ii /i/</i> Consonant <i>Nn /n/</i> Consonants <i>Bb /b/</i> and <i>Rr /r/</i> Word Families <i>-an, -at, -in, -ip</i> <i>/a/ Spelled Aa</i> <i>/i/ Spelled Ii</i> Consonants <i>Bb</i> and <i>Rr</i>	I, am, the, like, to, a, have, is, he, she, see, look
UNIT 2	Initial and Final Sounds Segment and Blend Phonemes Alliteration Identify Words Segment and Blend Onset and Rime Rhyming Words Medial Sounds Initial Sounds	Consonants <i>Dd /d/</i> and <i>Kk /k/</i> Short <i>Oo /o/</i> Consonant <i>Ff /f/</i> Consonants <i>Hh /h/</i> and <i>Ll /l/</i> Consonant <i>Gg /g/</i> Initial and Final Consonant Blends Short <i>Ee /e/</i> Consonants <i>Ww /w/</i> and <i>Yy /y/</i> Word Families <i>-op, -ot, -en, -et</i>	are, that, of, they, you, do, one, two, three, four, five, here, go, from, yellow, blue, green, what
UNIT 3	Syllables Final Sounds Middle Sounds Rhyming Words Initial Sounds Word Count Words with <i>/a/</i> and <i>/ā/</i> Rhyming Words	Consonants <i>Jj /j/</i> and <i>Xx /ks/</i> Short <i>Uu /u/</i> Consonant <i>Vv /v/</i> Consonants <i>Zz /z/</i> and <i>Qq /w/</i> Short <i>Aa /a/</i> and Long <i>Aa /ā/</i> Short <i>Ii /i/</i> and Long <i>Ii /ī/</i> Word Families <i>-ug, -un, -ub, -ut</i>	was, said, where, any, come, play, her, how, down, away, give, little, some, were, funny, live, know, going

Study Scope and Sequence

	Phonological Awareness	Phonics	High-Frequency Words
UNIT 4	Middle Sounds Blend and Segment Sounds Identify Words Syllables Identify and Count Words in Sentences Recognize Alliteration Identify and Produce Rhyming Words Add Phonemes	Short <i>Oo /o/</i> and Long <i>Oo /ō/</i> Short <i>Uu /u/</i> and Long <i>Uu /ū/</i> Short <i>Ee /e/</i> and Long <i>Ee /ē/</i> Words for <i>Pp /p/</i> and <i>Yy /y/</i> Words for Short <i>Ii /i/</i> and Long <i>Ii /ī/</i> Words for <i>Dd /d/</i> , <i>Ff /f/</i> , <i>Vv /v/</i> Words for Short <i>Ee /e/</i> Words for <i>Hh</i> and <i>Xx</i> Words for Short <i>Uu /u/</i> and Long <i>Uu /ū/</i>	find, over, again, all, now, pretty, black, brown, white, good, open, could, want, every, please, may, this, round
UNIT 5	Segment and Blend Phonemes Manipulate Syllables Identify and Count Syllables Add Phonemes Recognize Alliteration Substitute Phonemes	Words for <i>Cc /k/</i> and <i>Tt /t/</i> Words for Short <i>Oo /o/</i> and Long <i>Oo /ō/</i> Words for <i>Bb /b/</i> , <i>Jj /j/</i> Initial and Final Blends Words for <i>Gg /g/</i> , <i>Qq /kw/</i> Short <i>Aa /a/</i> and Long <i>Aa /ā/</i> Words for <i>Kk /k/</i> , <i>Ss /s/</i> , <i>Ww /w/</i> , and <i>Mm /m/</i> Words for <i>Ll /l/</i> , <i>Nn /n/</i> , <i>Rr /r/</i> , and <i>Zz /z/</i> Long <i>Uu /ū/</i> Consonant Blends	be, saw, our, eat, soon, walk, who, into, there, so, out, then, new, too, when, no, say, under



English Foundational Skills and Word

Grade 1

	Phonological Awareness	Phonics	High-Frequency Words
UNIT 1	Medial Sounds Recognize Alliteration Segment and Blend Phonemes Add Phonemes Initial Sounds Final Sounds Change Phonemes	Short <i>a</i> ; <i>Mm</i> /m/, <i>Ss</i> /s/, <i>Tt</i> /t/ Short <i>i</i> ; <i>Cc</i> /k/, <i>Pp</i> /p/, <i>Nn</i> /n/ Short <i>o</i> ; <i>Ff</i> /f/, <i>Bb</i> ; /b/, <i>Gg</i> /g/ Short <i>e</i> ; <i>Dd</i> /d/, <i>Ll</i> /l/, <i>Hh</i> /h/ Short <i>u</i> ; <i>Rr</i> /r/, <i>Ww</i> /w/, <i>Jj</i> /j/, <i>Kk</i> /k/ <i>Qu, qu</i> /kw/ <i>Vv</i> ; /v/, <i>Yy</i> /y/, <i>Zz</i> /z/	a, I, is, his, see, we, like, the, one, do, look, you, was, by, are, have, they, that, two, up, he, as, to, with, three, where, here, for, me, go
UNIT 2	Segment and Blend Phonemes Final Sounds Change Phonemes Produce Rhyming Words Add and Remove Phonemes Change Phonemes Medial Sounds Distinguish Between Short and Long <i>a</i> Distinguish Between Short and Long <i>i</i>	Initial Consonant Blends Final <i>Xx</i> ; /k/ Sound Spelled <i>ck</i> /s/ Sound and /z/ Sound Spelled <i>s</i> Final Consonant Blends Inflectional Ending -s Consonant Digraphs <i>sh, th</i> Inflectional Ending -ing Long <i>a</i> Sound Vowel Digraphs <i>ai</i> and <i>aw</i> Long <i>i</i> Spelled <i>VCe</i> /s/ Sound Spelled <i>c</i> /j/ Sound Spelled <i>g</i>	help, little, come, my, saw, walk, she, what, take, jump, this, use, from, think, blue, goes, make, her, too, all, four, five, ride, your, part, know, many, after, into, don't
UNIT 3	Segment and Blend Phonemes Manipulate Phonemes Remove Phonemes Medial /ū/ Distinguish Between /u/ and /ū/ Remove Phonemes Segment and Blend Phonemes Distinguish Between /e/ and /ē/ Final /i/ and /ē/ Segment and Blend Phonemes Manipulate Phonemes Final Sounds Syllables Add Phonemes Segment and Blend Phonemes Add Phonemes	Consonant Digraphs and Trigraphs Contractions Long <i>o</i> Spelled <i>VCe</i> Long <i>u</i> and <i>e</i> Spelled <i>VCe</i> Long <i>e</i> Spelled <i>e, ee</i> Inflectional Ending -ed Vowel Sounds of <i>y</i> Syllable Pattern <i>VCCV</i> Consonant Patterns <i>ng, nk</i> Open Syllables r-Controlled Vowels <i>or, ore</i> Compound Words	round, good, said, no, put, could, be, old, why, of, or, live, work, who, out, there, down, drink, now, together, grow, full, around, find, under, eat, play, so, their, some

Study Scope and Sequence

	Phonological Awareness	Phonics	High-Frequency Words
UNIT 4	Segment and Blend Sounds Final Sounds Change Phonemes Segment and Blend Phonemes Remove Phonemes Middle and Final Sounds Distinguish Between /a/ and /ā/ Initial and Final Sounds Distinguish Between /o/ and /ō/ Distinguish Between /i/ and /ī/	r-Controlled Vowel <i>ar</i> Inflectional Ending -es, Plural -es r-Controlled Vowels <i>er, ir, ur</i> Endings -ed, -ing Comparative Endings Trigraph <i>dge</i> Diphthongs <i>ow, ou</i> Vowel Digraphs <i>ai, ay</i> Diphthongs <i>oi, oy</i> Vowel Digraph <i>ea</i> Endings Vowel Digraph <i>ie</i>	new, thank, always, found, please, were, pull, every, any, very away, our, light, never, pretty, again, how, read, soon, both, carry, going, been, words, does, other, right, may, give, number
UNIT 5	Middle and Final Sounds Segment and Blend Phonemes Distinguish Between /o/ and /ō/ Distinguish Between /u/ and /ū/ Manipulate Phonemes Remove Phonemes Manipulate Sounds	Long <i>o</i> Spelled <i>oa, ow, oe</i> Consonant Blends and Trigraphs Long <i>i</i> Spelled <i>igh</i> Suffixes -er, -or Vowel Teams <i>ue, ew, ui</i> Prefixes <i>re-, un-</i> Long <i>i, Long o</i> Suffixes -ly, -ful Open and Closed Syllables Vowel Teams <i>oo, ou</i> Vowel Sound in foot Final Stable Syllable -le	would, buy, people, about, write, once, done, water, wash, upon, sentence, off, because, laugh, open, move, learn, eight, house, only, today, warm, years, should, world, mother, father, another, through, picture



English Foundational Skills and Word

Study Scope and Sequence

Grade 2

	Phonological Awareness	Phonics	High-Frequency Words
UNIT 1	Long and Short Vowels Rhyming Words Add and Remove Sounds	Short Vowels Long Vowels CVCe Consonant Blends Consonant Digraphs <i>ch, sh, wh, th, ph</i> Trigraph <i>tch</i> Inflected Endings <i>-s, -es, -ed, -ing</i> r-Controlled Vowels <i>ar, or, ore, oar</i>	which, each, than, called, long, most, more, things, sound, great, before, means, follow, form, show, also, large, small
UNIT 2	Add and Remove Sounds Recognize Changes in Words Change Sounds in Base Words	Contractions Long <i>a</i> : <i>ai, ay, ea</i> Vowel Digraph <i>ie</i> Long <i>e</i> : <i>ee, ea, ey, y</i> Long <i>o</i> : <i>o, oa, ow</i> Compound Words	different, between, even, kind, change, air, animal, point, study, letter, answer, page, near, food, try, country, city, school
UNIT 3	—	Long <i>i</i> : <i>i, ie, i_e, igh, y</i> Comparative Endings r-Controlled Vowels: <i>er, ir, ur</i> Diphthongs <i>ou, ow, oi, oy</i> Vowel Teams <i>oo, ue, ew, ui</i> s Sound Spelled <i>c</i> j Sound Spelled <i>g</i> or <i>dge</i>	eyes, earth, thought, along, few, head, something, example, paper, often, important, took, hear, idea, enough, group, book, almost
UNIT 4	—	Closed Syllables VC/V Open Syllables V/CV Suffixes <i>-ly, -ful, -er, -less, -or</i> Prefixes <i>un-, re-, pre-, dis-</i> Syllable Pattern VCCV Consonant Patterns <i>kn, wr, gn, mb, lf</i>	sometimes, mountains, young, being, talk, song, above, family, music, color, questions, area, horse, problem, complete, since, usually, friends
UNIT 5	—	Homographs Double Consonants Vowel Patterns <i>aw, au, augh, al</i> Syllable Pattern VCCCV Abbreviations Final Stable Syllables <i>-le, -tion, -sion</i>	heard, door, sure, become, across, during, hours, products, happened, measure, remember, early, listen, covered, several, toward, against, numeral

Grade 3

	Word Study
UNIT 1	Syllable Pattern VC/CV; Inflected Endings <i>-s, -es, -ies</i> ; Base Words and Endings <i>-ing, -ed, -er, -est</i> ; Vowel Digraphs <i>ee, ea, ai, ay, ow, oa</i> ; Diphthongs <i>ou, ow, oi, oy</i>
UNIT 2	Syllable Patterns VC/V and V/CV; r-Controlled Vowels <i>ar, or, ore, oar</i> ; Compound Words; Syllable Pattern VCe; Contractions
UNIT 3	Prefixes <i>pre-, dis-, in-, im-, non-</i> ; Abbreviations; Suffixes <i>-ful, -y, -ness</i> ; Vowel Teams <i>oo, ew, ue, ui, eu</i> ; Irregular Plurals
UNIT 4	r-Controlled Vowels <i>ir, er, ur, ear</i> ; VCCCV Pattern; Latin Suffixes <i>-able, -ible, -ation</i> ; Homographs; Homophones
UNIT 5	Vowel Patterns <i>au, aw, al, augh, ough</i> ; Vowel Patterns <i>ei, eigh</i> ; Words with Suffix <i>-en</i> ; Schwa; Final Stable Syllables <i>-le, -ture, -ive, -ize</i>



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Grade 4

Word Study

- UNIT 1** Suffixes *-ed, -ing, -s, -er, -est*; Suffixes *-ity, -ty, -ic, -ment*; Syllable Pattern VCe; Vowel Teams and Digraphs; Prefixes *mis-, en-, em-*
- UNIT 2** Plurals; Vowel Diphthongs; Irregular Plurals; Greek Roots *bio, phon, scope, graph, meter, tele*; Latin Roots *terr, rupt, tract, aqua, dict*
- UNIT 3** Related Words; r-Controlled Vowels; Final Stable Syllables *-le, -tion, -sion*; Syllable Patterns V/CV and VC/V; Silent Letters
- UNIT 4** Greek and Latin Prefixes *auto-, anti-, trans-, amphi-*; Suffixes *-able, -ible*; Syllable Pattern VV; Prefixes *im-, in-, ir-*; Homophones
- UNIT 5** Latin Roots *gener, port, dur, ject*; Suffixes *-en, -ent, -ence*; Syllable Pattern VCCCV; Prefixes *dis-, over-, non-, under-*; Prefixes *sub-, inter-, fore-*



Study Scope and Sequence

Grade 5

Word Study

- UNIT 1** Suffixes *-ic, -ism, -ive*; Greek Roots *chron, meter, photo, bio, geo, logy*; Vowel Teams; Suffixes *-able, -ible*; VCe Syllables
- UNIT 2** Open and Closed Syllables V/CV and VC/V; Final Stable Syllables *-le, -tion, -sion*; r-Controlled Vowels; Prefixes *il-, in-, im-, ir-*; Base Words and Endings
- UNIT 3** Latin Roots *port, dict, ject, terr*; Suffixes *-ize, -ance, -ence, -ist*; Unusual Spellings; Suffixes *-ous, -eous, -ious*; Syllable Patterns
- UNIT 4** Prefixes *com-, pro-, con-*; Prefixes *anti-, mid-, trans-*; Prefixes *sub-, super-*; Greek Roots *graph, micro, tele*; Latin Roots *audi, rupt, scrib, spec*
- UNIT 5** Consonant Changes; Syllable Patterns; Multisyllabic Words; Schwa; Vowel Changes

