

Reading and Phonics Units of Study Foundational Skills Scope & Sequence Kindergarten

Unit 1				
Reading Unit: <i>We Are Readers</i>				
Phonics Unit: <i>Making Friends with Letters</i>				
Strands	Print Concepts	Phonological/Phonemic Awareness Strand	Phonics & Decoding Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> • Book orientation: Front/back, top/bottom, turning pages ® • Book parts: Cover, title, pages, author, illustrator, pictures, words • Concept of word (R) • Concept of sentence ® • Print tracking (R) • Directionality: Left to right, top to bottom (R) • One-to-one correspondence (R) 	<ul style="list-style-type: none"> • Rhyme recognition (R, P) • Rhyme production (R, P) • Alliteration (R, P) • Segment & blend compound words (R, P) • Segment syllables (R, P) • Isolate initial phoneme (R, P) 	<ul style="list-style-type: none"> • Alphabet knowledge: upper-case name and sound recognition, lower-case name and sound recognition (<i>m, s, t, n, r, a, l</i>) (P) • Review alphabet knowledge (<i>m, b, s, t, h, l, e</i>) (R) 	<ul style="list-style-type: none"> • Letter formation (<i>m, s, t, n, r, a, l</i>) (P) • Use letter-sound knowledge to represent initial sounds in words spell (P)
Bend II	<ul style="list-style-type: none"> • Book orientation: Front/back, top/bottom, turning pages ® • Book parts: Cover, title, pages, author, illustrator, pictures, words • Concept of word (R) • Concept of sentence ® • Print tracking (R) • Directionality: Left to right, top to bottom (R) • One-to-one correspondence (R) 	<ul style="list-style-type: none"> • Rhyme recognition (R, P) • Rhyme production (R, P) • Alliteration (R, P) • Segment & blend compound words (R, P) • Segment syllables (R, P) • Isolate initial phoneme (R, P) 	<ul style="list-style-type: none"> • Alphabet knowledge: upper-case recognition, lower-case recognition, sound, letter formation (<i>f, v, k, x, j, e, z</i>) • Review alphabet knowledge (<i>p, f, d, v, c, i</i>) (R) • Learn high-frequency words: <i>me, the, like, my, a, I</i> (R, P) 	<ul style="list-style-type: none"> • Letter formation (<i>f, v, k, x, j, e, z</i>) (P) • Use letter-sound knowledge to represent salient sounds in words spell (P)

Bend III <i>Phonics only</i>	<ul style="list-style-type: none"> • Concept of word (R, P) 	<ul style="list-style-type: none"> • Alliteration (P) • Segment syllables (P) • Isolate initial phoneme (P) 	<ul style="list-style-type: none"> • Alphabet Knowledge: upper-case recognition, lower-case recognition, sound, letter formation (<i>b, p, w, d, o, h, i, c, u, g, q, y</i>) (P) 	<ul style="list-style-type: none"> • Letter formation (<i>b, p, w, d, o, h, i, c, u, g, q, y</i>) (P) • Spell high-frequency words: <i>me, the, like, my, a, I</i> (R)
Suggested Assessments	<ul style="list-style-type: none"> • Concepts About Print Assessment • Letter-Sound Identification Assessment 			
Additional Support for Foundational Skills Instruction	<p>Cumulative Phonics Review, Unit 1: Letter-Sound Review</p> <p>This cumulative review unit is composed of brief, explicit lessons that review letters and sounds. It sets teachers up to review each letter and sound individually, but to also provide continuous practice with the repertoire of letters and sounds that have been reviewed explicitly.</p>			

Unit 2		Foundational Skills Text Alignment with Unit 2		
Reading Unit: <i>Sharing Reading</i>		Unit Readers: Patterned fingerprint books; Patterned decodable texts <i>*see content of these texts below</i>		
Phonics Unit: <i>Word Scientists</i>				
Strands	Print Concepts	Phonological/Phonemic Awareness Strand	Phonics & Decoding Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> • Concept of word (R, P) • Concept of sentence (R, P) • Print tracking (R, P) • Directionality: Left to right, top to bottom (R, P) • One-to-one correspondence: single syllable words, multisyllabic words (R) 	<ul style="list-style-type: none"> • Rhyme recognition ® • Blend & segment 2- and 3-syllable words (R, P) • Blend, segment, & manipulate compound words (R) • Isolate initial and final phonemes (R, P) 	<ul style="list-style-type: none"> • Solidify alphabet knowledge ® • Recognize letters in words ® • Read known words (including high-frequency words) with automaticity ® • Learn high-frequency words: <i>at, look, see</i> (R, P) 	<ul style="list-style-type: none"> • Review letter formation (P) • Use letter-sound knowledge to spell, representing salient sounds (P) • Use known high-frequency words in writing (P)
Bend II	<ul style="list-style-type: none"> • Concept of word (P) • Concept of sentence (P) • One-to-one correspondence: single syllable words, multisyllabic words (R) 	<ul style="list-style-type: none"> • Rhyme recognition ® • Blend & segment 2- and 3-syllable words (R,) • Blend, segment, & manipulate compound words (R) • Isolate initial and final phonemes (R, P) • Isolate medial sounds in words with three phonemes (P) 	<ul style="list-style-type: none"> • Learn high-frequency words: <i>here, is, this</i> (R, P) • Read known words (including high-frequency words) with automaticity ® 	<ul style="list-style-type: none"> • Review letter formation (P) • Use letter-sound knowledge to spell, especially working to represent initial, final, and/or salient sounds (P) • Use known high-frequency words in writing (P)
Bend III	<ul style="list-style-type: none"> • Concept of word (P) • Concept of sentence (P) • One-to-one correspondence: single syllable words, multisyllabic words (R, P) 	<ul style="list-style-type: none"> • Rhyme recognition ® • Blend & segment 2- and 3-syllable words (R, P) • Blend, segment, & manipulate compound words (R, P) 	<ul style="list-style-type: none"> • Learn high-frequency words: <i>an, in, it, and</i> (R, P) • Read known words (including high-frequency words) with automaticity ® 	<ul style="list-style-type: none"> • Use known high-frequency words in writing (P)

		<ul style="list-style-type: none"> • Isolate initial and final phonemes (R, P) • Isolate medial sounds in words with three phonemes (P) 		
Suggested Assessments	<ul style="list-style-type: none"> • Letter-Sound Identification Assessment • High-Frequency Word Assessment • Phonemic Awareness Assessment (Words with Two Phonemes, Words with Three Phonemes) 			
Additional Support for Foundational Skills Instruction	<p>Letter Review Extensions</p> <p>These extensions are designed to provide review of letters and sounds in batches. Each lesson is meant to be brief and explicit, taking about 5-10 minutes per day. Each day, students review a new batch of 3-5 letters and then, receive practice identifying, locating, forming, and decoding words in isolation and in connected texts with the repertoire of letters that have been reviewed. This review resource also provides 10 patterned decodable texts that are a combination of high-frequency words and CVC words containing the letters that students have reviewed during the extension lessons. You can see the scope and sequence for these books below.</p> <p>Cumulative Phonics Review, Unit 2: Alphabetic Knowledge Fluency Review</p> <p>This cumulative review unit aims to help students build automaticity and fluency with letter-sound correspondence through brief, explicit instruction. Teachers will lead students through activities that support rapid automatic naming of letters and of sounds, as well as a review of letter formation.</p>			

Unit 2 Unit Readers, Patterned Fingerprint Books

All of these texts are designed to support students as they practice and solidifying pre-reading skills such as book handling, concept of word, one-to-one correspondence, alphabetic knowledge and recognition of known words, such as high-frequency words.

Books

- At the Zoo
- I Can Read
- I Can
- I Like My...
- I Like to Eat
- I See My...
- Look!
- My Toys

- Oh No!
- The Snow
- Things I Like to Do
- I See Things At School

Unit 2 Unit Readers, Letter Extension Patterned Decodable Texts

Words with an asterisk are phonetically regular, but are considered “irregular” because they contain letter-sound correspondences that haven’t yet been introduced.

Book	Letter-Sound Correspondences or Phonics Concepts	Irregular High-Frequency Words
I See...	CVC with <i>m, t, n, a</i>	<i>I, see*</i>
I Can...	CVC with <i>n, a, s, i, t</i>	<i>I, can*</i>
Dad! Can I...	CVC with <i>d, i, p, t, a, n</i>	<i>I, can*</i>
Look!	CVC with <i>t, a, d, p, i, g, o, c</i>	<i>Look, the</i>
My Big Hit	CVC with <i>b, h, i, c, m, a</i>	<i>this, is, my</i>
Kid and Dad	CVC with <i>m, s, d, k, a, i, u</i>	<i>look, the</i>
I Like My...	CVC with <i>d, a, m, o, s, i, p, o</i>	<i>I, like*, my</i>
I Can Hug	CVC with <i>t, n, a, g, o, b, u, h, g, r</i>	<i>look, the</i>
This is...	CVC with <i>b, u, c, a, r, i, v, j, e</i>	<i>this, is, a</i>
In The Pen	CVC with <i>f, o, x, p, e, n, c, a, t, h, o, g, e, n</i>	<i>look, I, see*, a, the</i>

Unit 3		Foundational Skills Text Alignment with Unit 3		
Reading Unit: <i>Super Powers: Reading with Phonics and Sight Word Power</i>		Unit Readers: Decodable texts <i>*see content of each book below</i>		
Phonics Unit: <i>Word-Part Power</i>		Jump Rope Reader Decodable Texts: Red & Orange Series, Set A <i>*see Scope & Sequence below</i>		
Strands	Phonological/Phonemic Awareness Strand	Phonics & Decoding Strand	Fluency Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> • Rhyme recognition ® • Segment, blend, & manipulate onsets and rimes in words (R) • Segment & blend phonemes in two and three phoneme words (R, P) • Isolate initial, final and medial phonemes (R, P) • Manipulate (add, delete and substitute) initial, phonemes and rimes (R, P) • Hear and record sounds in CVC words (R, P) 	<ul style="list-style-type: none"> • Decode CVC with continuous consonants and vowel <i>ă</i>, in isolation through additive blending (R) • Decode CVC words with vowel <i>ă</i>, and <i>ĩ</i> in isolation and in connected texts through whole word blending ® • Monitor reading by looking closely at all of the letters in words • Read known words (including high-frequency words) with automaticity (R, P) • Learn high-frequency words: <i>can, do, to, we, be</i> (R, P) 	<ul style="list-style-type: none"> • Read known words with accuracy and automaticity ® 	<ul style="list-style-type: none"> • Use letter-sound knowledge to spell (R, P) • Spell CVC words with <i>ă, ě, ĭ, ō, ů</i> ® • Use known high-frequency words in writing (P)

Bend II	<ul style="list-style-type: none"> Reinforce word awareness by counting words in a sentence (R) Rhyme recognition (R, P) Rhyme Production (P) Segment, blend, & manipulate onsets and rimes in words (P) Segment & blend phonemes in two and three-phoneme words, including digraphs (R) Isolate initial, final and medial phonemes, including digraphs (R, P) Manipulate (add, delete and substitute) initial, phonemes (R, P) Hear and record sounds in CVC words (R, P) Reinforce short vowel sounds (ă, ě, ĭ, ǫ, ŭ) (R) 	<ul style="list-style-type: none"> Decode CVC words with all short vowels (ă, ě, ĭ, ǫ, ŭ) in isolation and in connected texts through whole word blending ® Decode CVC words using familiar phonograms <i>at, an, in, it</i> (P) Read known words (including high-frequency words) with automaticity ® 	<ul style="list-style-type: none"> Read known words with accuracy and automaticity ® Reread to support reading rate, phrasing and prosody including attending to punctuation, expression and intonation. ® Dramatize familiar books to support phrasing and prosody ® 	<ul style="list-style-type: none"> Spell common VC phonograms <i>at, an, in, it</i> and use them to spell CVC words using knowledge of consonants (P)
Bend III	<ul style="list-style-type: none"> Rhyme Production (R) Segment, blend, & manipulate onsets and rimes in words (R, P) Segment & blend phonemes in two and three-phoneme words, including digraphs (R, P) Isolate initial, final and medial phonemes, including digraphs (R, P) Manipulate (add, delete and substitute) initial, phonemes (R, P) Hear and record sounds in VC and CVC words ® 	<ul style="list-style-type: none"> Decode CVC words with all short vowels (ă, ě, ĭ, ǫ, ŭ) in isolation and in connected texts through whole word blending ® Decode CVC words using familiar phonograms <i>at, an, am, in, it, up, on, -op, -ot, -ad, -ag, -ap, -ug, -un</i> (R, P) Learn digraphs: <i>sh, ch, th</i> (P) Decode CCVC words with beginning digraphs: <i>sh, ch, th</i> (P) Learn high-frequency words: <i>got, went, was, he, and she</i> (R, P) 		<ul style="list-style-type: none"> Spell common VC phonograms <i>at, an, am, in, it, up, on, -op, -ot, -ad, -ag, -ap, -ug, -un</i> and use them to spell CVC and CCVC words using knowledge of consonants and digraphs (R, P) Use known high-frequency words in writing (P)

Suggested Assessments	<ul style="list-style-type: none"> • Letter-Sound Identification Assessment • Phonemic Awareness Assessment (Words with Two Phonemes, Words with Three Phonemes) • Phonic Decoding Assessment (CVC with short vowels a, i, o, CVC with short vowels a, i, o, u, e) • Optional Assessment: Reading a Decodable Text
Additional Support for Foundational Skills Instruction	<p>Cumulative Phonics Review, Unit 3: CVC Decoding and Encoding Review</p> <p>This cumulative review unit aims to support students with decoding and encoding of CVC words. Through brief, explicit instruction, students practice segmenting and blending CVC words orally through onset rime and then phoneme by phoneme. They practice encoding and decoding CVC words in order to encourage orthographic mapping.</p>

Unit 3 Unit Readers, Decodable Texts

Words with an asterisk are phonetically regular, but are considered “irregular” because they contain letter-sound correspondences that haven’t yet been introduced.

Book	Letter-Sound Correspondences or Phonics Concepts	Irregular High-Frequency Words
The Fat Rat	CVC with and consonants and short a	I, see*, the, a, he*, is, go*, to
Mabel’s Cat	CVC with and consonants and short a	A, the, is
The Cat	CVC with and consonants and short a, short i	I, see*, my, on*, to, look*, is
Mabel’s Kit	CVC with and consonants and short a, short i	I, like*, my, a, do, see*, to, is
The Wigs	CVC with and consonants and short a, short i	The, like*, is, a, I, my, look*, we*
Kim and Jan and the Ham	CVC with and consonants and short a, short i, short o	The, you, is, like*
The Pop	CVC with and consonants and short a, short i, short o	look*, is, a, the, to, he*
The Dog and the Log	CVC with and consonants and short a, short i, short o, short e	The, is, look*, to, you
Mabel’s Dog	CVC with and consonants and short a, short i, short o, short e	The, was, a, to, she*, look*, do, go*
Gus and Dad Mop	CVC with and consonants and all short vowels	The, be*, look*, to
Get My Cat	CVC with and consonants and all short vowels	look*, my, a, I, to, do, you, me*, the

Jump Rope Reader Decodable Text Scope and Sequence Set A, Red Series

Words with an asterisk are phonetically regular, but are considered “irregular” because they contain letter-sound correspondences that haven’t yet been introduced.

Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	short a, m, t, n, ss	and*, can*, is, like*, on*, see*, the
2	p	—
3	short i	—
4	d, g	—
5	short o	—

Jump Rope Reader Decodable Text Scope and Sequence Set A, Orange Series

Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	c	no*
2	k, ck	—
3	r	—
4	short u	so*
5	h	as, has, his

Unit 4		Foundational Skills Text Alignment with Unit 4		
Reading Unit: <i>Boosting Reading Power</i>		Unit Readers: Decodable texts <i>*see content of each book below</i>		
Phonics Unit: <i>Vowel Power</i>		Jump Rope Reader Decodable Texts: Gold & Green Series, Set A <i>*see Scope & Sequence below</i>		
Strands	Phonological/Phonemic Awareness Strand	Phonics & Decoding Strand	Fluency Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> • Rhyme production ® • Identify and distinguish between short vowel sounds in three and four-phoneme words (P) • Segment & blend phonemes in two and three-phoneme words (R, P) • Isolate Initial, final and medial phonemes in three-phoneme words (R, P) • Manipulate (add, delete and substitute) initial, phonemes (R, P) • Hear and record sounds in VC, CVC and CCVC words with digraphs (R, P) 	<ul style="list-style-type: none"> • Identify some letters as consonants and some as vowels (P) • Use knowledge of short vowels to decode CVC words with accuracy (P) • Learn high-frequency words: <i>how, you, am, did</i> (R, P) 	<ul style="list-style-type: none"> • Letter-Sound Rapid Automatic Naming (R) 	<ul style="list-style-type: none"> • Use knowledge of short vowels to spell CVC words (P)
Bend II	<ul style="list-style-type: none"> • Rhyme production ® • Identify and distinguish between short vowel sounds in three and four-phoneme words (P) • Segment & blend phonemes in two, three and four-phoneme words (R, P) • Isolate initial, final and medial phonemes in three and four-phoneme words (R, P) 	<ul style="list-style-type: none"> • Use knowledge of short vowels to decode CVC words with accuracy (P) • Decode four and five-phoneme words with the ending -s isolation and in connected texts (R) • Decode CCVC and CVCC words with blends and/or digraphs (<i>ch, sh, th-voiced, th-unvoiced</i>) in isolation and in connected texts (R) 	<ul style="list-style-type: none"> • Read known words with accuracy and automaticity ® 	<ul style="list-style-type: none"> • Use knowledge of short vowels to spell CVC, CCVC and CVCC words (P) • Spell CCVC and CVCC words with blends and digraphs (R, P) • Use known high-frequency words in writing (P)

	<ul style="list-style-type: none"> • Manipulate (add, delete and substitute) initial, final and medial phonemes in three-phoneme words (R, P) • Hear and record sounds in VC, CVC and CCVC words with digraphs (R, P) 	<ul style="list-style-type: none"> • Decode CVCC words with doublets (<i>ff, ll, zz, ss</i>) and the ending <i>ck</i> (R) • Use meaning to monitor and confirm accuracy (R) • Learn high-frequency words: <i>on, up, get, fun</i>, (R, P) 		
Bend III	<ul style="list-style-type: none"> • Identify and distinguish between short vowel sounds in three and four-phoneme words (P) • Segment & blend phonemes in three and four, and five-phoneme words (R, P) • Manipulate (add, delete and substitute) initial, final and medial phonemes in three and four-phoneme words (R, P) 	<ul style="list-style-type: none"> • Decode CVC words (P) • Decode words with the digraph (<i>wh</i>) in isolation and in connected texts ® • Decode single-syllable words that end with Y, that makes the sound /ī/ (R) • Monitor reading by looking closely at all of the letters in words (R) • Read known words (including high-frequency words) with automaticity ® • Learn high-frequency words: <i>said, day, say, play, for</i> (R, P) 	<ul style="list-style-type: none"> • Read known words with accuracy and automaticity ® 	<ul style="list-style-type: none"> • Use knowledge short vowels to spell words (R, P) • Spell CCVC and CVCC words with blends and/or digraphs (R, P) • Use known high-frequency words in writing (R, P)
Suggested Assessments	<ul style="list-style-type: none"> • Letter-Sound Identification Assessment • Phonemic Awareness Assessment (Words with Three Phonemes, Words with Four Phonemes) • Phonic Decoding Assessment (CVC with short vowels <i>a, i, o, u, e</i>, Consonant Blends) • High-Frequency Word Assessment • Optional Continuous Text Assessment: Reading a decodable text and/or running record 			

Unit 4 Unit Readers, Decodable Texts

Words with an asterisk are phonetically regular, but are considered “irregular” because they contain letter-sound correspondences that haven’t yet been introduced.

Book	Letter-Sound Correspondences or Phonics Concepts	Irregular High-Frequency Words
Mabel’s Dog	CVC with and consonants and short a, short i, short o, short e	The, was, a, to, she*, look*, do, go*,
Mabel and the Crab	Beginning Blends	The, is, I, see*
Mabel’s Sled	Beginning Blends	The, is, a,
Mabel at the Pond	Beginning and ending blends	The, a, is, to, has, likes*
Mabel Helps	Beginning and ending blends	I, go*, the, sees*, onto, is, has, too*, looks*
Mabel’s Chips	Beginning and ending blends, beginning and ending digraphs	I, like*, the, too*, you, here,
Where is the Shell?	Beginning and ending blends, beginning and ending digraphs	You, are, said, be*, is, she*, to, the, here, where

Jump Rope Reader Decodable Text Scope and Sequence Set A, Gold Series

Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	b	of, too*
2	short e	says
3	f, ff	for*, go*, to
4	l, ll	look*
5	z, zz	—

Jump Rope Reader Decodable Text Scope and Sequence Set A, Green Series		
Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	j	be*, he*, me*
2	v	—
3	w	was
4	y	you
5	x	—

Unit 5		Foundational Skills Text Alignment with Unit 5		
Reading Unit: <i>Avid Readers</i>		Jump Rope Reader Decodable Texts: Blue & Purple Series, Set A <i>*see Scope & Sequence below</i>		
Phonics Unit: <i>Playing with Phonics</i>				
Strands	Phonological/Phonemic Awareness Strand	Phonics & Decoding Strand	Fluency Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> • Rhyme production ® • Segment & blend phonemes and four-phoneme words with special attention to blends and digraphs (R, P) • Isolate medial sounds in three and four-phoneme words ® • Manipulate (add, delete and substitute) initial, final and medial phonemes with special attention to blends, digraphs, and vowels (R, P) • Generate words that begin with blends (P) 	<ul style="list-style-type: none"> • Decode words with beginning blends and/or digraphs (P) • Learn high-frequency words: <i>come, are, too, love</i> (R, P) 	<ul style="list-style-type: none"> • Reread to support prosody including expression and mood. (R) 	<ul style="list-style-type: none"> • Spell CCVC and CVCC words with blends (P)
Bend II	<ul style="list-style-type: none"> • Rhyme production ® • Segment & blend phonemes and four-phoneme words with special attention to blends and digraphs (R, P) • Isolate medial sounds in three and four-phoneme words ® • Manipulate (add, delete and substitute) initial, final and medial phonemes with special attention to blends, digraphs, and vowels (R, P) 	<ul style="list-style-type: none"> • Decode CCVC, CVCC, and CCVCC words with blends and/or digraphs (<i>ch, sh, th-voiced, th-unvoiced, -ng</i>) in isolation and in connected texts (R) • Decode CCCVC words with three-letter blends (<i>str-, spr-, scr-, spl-</i>) in isolation and in connected texts ® • Learn high-frequency words: <i>all, ball, will, had</i> (R, P) 	<ul style="list-style-type: none"> • Read known words with accuracy and automaticity ® 	<ul style="list-style-type: none"> • Spell CCVC and CVCC words with blends and/or digraphs (R, P) • Use familiar VC and CVC phonograms to spell words (P) • Use known high-frequency words in writing (P)

Bend III	<ul style="list-style-type: none"> • Rhyme production ® • Segment and blends onsets and rimes (P) • Segment & blend phonemes and four-phoneme words with special attention to blends and digraphs (R, P) • Isolate medial sounds in three and four-phoneme words ® • Manipulate (add, delete and substitute) medial and final phonemes (R, P) 	<ul style="list-style-type: none"> • Learn new phonograms like <i>-ell, -ick, -uck, -og</i> and use them to read and write words (P) • Learn high-frequency words: <i>go, so, no, by, has, as, her, him</i> (R, P) 	<ul style="list-style-type: none"> • Reread to support prosody including expression and mood. (R) • Dramatize familiar texts to support phrasing and prosody 	<ul style="list-style-type: none"> • Spell CCVC and CVCC words with blends and/or digraphs (R, P) • Use familiar VC and CVC phonograms to spell words (P) • Use new phonograms like <i>ell, -ick, -uck, -og</i> to spell (P) • Use known high-frequency words in writing (P)
Bend IV <i>Phonics Unit only</i>	<ul style="list-style-type: none"> • Isolate vowel sounds in words (P) • Distinguish between short vowel sounds (P) • Distinguish between long and short vowel sounds (P) 	<ul style="list-style-type: none"> • Read known high-frequency words using knowledge of vowels. (P) 		<ul style="list-style-type: none"> • Use familiar VC and CVC phonograms to spell words (P)
Suggested Assessments	<ul style="list-style-type: none"> • Concepts About Print (as needed) • Letter-Sound Identification Assessment (as needed) • High-Frequency Word Assessment • Phonemic Awareness Assessment (Words with Four Phonemes, Words with Five Phonemes) • Phonic Decoding Assessment (CVC with short vowels <i>a, i, o, u, e</i>, Consonant Blends, Consonant Digraphs <i>ch, sh, th, ck, ng</i>) • Reading a Decodable Text and/or Reading a Leveled Text 			

Jump Rope Reader Decodable Text Scope and Sequence Set A, Blue Series		
Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	qu	she*
2	CV words ending in -e	—
3	CV words ending in -o	—
4	Y can stand for /ī/ at the end of a one-syllable word	—
5	ch	do

Jump Rope Reader Decodable Text Scope and Sequence Set A, Purple Series		
Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	sh	—
2	th (unvoiced)	—
3	th (voiced)	—
4	ng	—
5	wh	—