



Being a Reader™

EXPANDED SECOND EDITION

SMALL-GROUP FOUNDATIONAL SKILLS

Scope and Sequence

Sets 1–5

Kindergarten Reading Lessons: High-Frequency Word List

Week 3	the, and, is
Week 4	I, see, a, you, me
Week 5	we, are
Week 6	can

Grade 1 Reading Lessons: High-Frequency Word Review List

Week 1	he, she, can't, isn't, get, to, no, yes, down, go, my
Week 2	where, by, here, saw, they, little, was, put, what, do, like
Week 3	have, home, of, said, her, his, come, out, some, say, says, so

SET 1

WEEK	PHONOLOGICAL AWARENESS DAY 1 AND 2	PHONOLOGICAL AWARENESS DAY 3	SPELLING-SOUNDS	HIGH-FREQUENCY WORDS	GUIDED SPELLING (WRITING PRACTICE)	COMPREHENSION FOCUS	DECODABLE TEXTS	FOUNDATIONAL SKILLS ASSESSMENT
1	Blending/segmenting: cvc words with s, n, a	Identifying first sound	Consonant sounds: s /s/, n /n/	he, she	s, n	Reading meaningful text to develop a sense of themselves as readers	We Can Read	Entry point
2	Blending/segmenting: cvc words with m, t, s, n, a	Identifying first sound	Consonant sounds: m /m/, t /t/	can't, isn't	m, t	Beginning to understanding the single event in the story and characters	We Can't See!	
3	Blending/segmenting: cvc words with s, n, a, m, t, r, i	Identifying first sound	Short vowel sound: a_ /ă/	to, get	tan, and man, Sam, see Sam sat.	Beginning to understanding the single event in the story and characters	Nan and Sam	
4	Blending/segmenting: cvc words with s, n, a, m, t, r, i	Identifying last sound	Consonant sound: r /r/ Short vowel sound: i_ /ī/	no, yes	ram, rat, to in, it, get Nan sat.	Beginning to understanding the single event in the story and characters	It Can Sit! Nat the Rat The Man and the Ram In the Rim!	Mastery test
5	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f	Identifying last sound	Consonant sound: f /f/	down, go	fit, tan, yes in, fat, no The man fit.	Beginning to understanding the single event in the story and characters	Go Down, Fat Fish	
6	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u	Identifying last sound	Consonant sound: h /h/ Short vowel sound: u_ /ū/	where, my	hat, tan, down hut, fun, go Sam can hum.	Beginning to understanding the single event in the story and characters	Where Is My Hat? Can You See My Fish? The Nut Can Nan Hit?	
7	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u	Identifying middle sound	Consonant sound: d /d/ Short vowel sound: o_ /ō/	by, here	fan, did, where mom, hot, my Dot had fun.	Beginning to understanding the single event in the story and characters	My Cat Dot	
8	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u	Identifying middle sound	Consonant sound: c, ck, k /k/	saw, they	cat, had, by cap, dock, here Cam is sick.	Beginning to understanding the single event in the story and characters	The Kick Kat and Rick Get a Rock The Mad Cat Ducks	Mastery test

SET 2

WEEK	PHONOLOGICAL AWARENESS DAY 1 AND 2	PHONOLOGICAL AWARENESS DAY 3	SPELLING-SOUNDS	HIGH-FREQUENCY WORDS	GUIDED SPELLING (WRITING PRACTICE)	COMPREHENSION FOCUS	DECODABLE TEXTS	FOUNDATIONAL SKILLS ASSESSMENT
1	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u, b	Blending onsets and rimes: /at/	Consonant sound: b /b/	was, little	bat, hit, saw big, cub, they Bud was sad.	Beginning to understanding the single event in the story and characters	Rub-a-Dub-Dub	Entry point
2	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u, b, p	Blending onsets and rimes: /an/	Consonant sound: p /p/	put, what	fit, sack, was pick, map, little The pup hid.	Beginning to understanding the single event in the story and characters	Pat and Pam The Pet Little Pups Kids Can Hop!	
3	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u, b, p, l, g	Blending onsets and rimes: /it/	Consonant sounds: l /l/, g /g/	do, like	lock, pup, what hug, lap, put Is Gus big?	Beginning to understanding the single event in the story and characters	Gus	
4	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u, b, p, l, g, e, w	Blending onsets and rimes: /ot/ /og/	Short vowel sound: e /ē/ Consonant sound: w /w/	have, home	hen, mud, do den, web, like I got wet.	Beginning to making meaning from the single topic nonfiction text	We Have Homes Wag Meg Likes Bugs Hens	Mastery test
5	Blending/identifying last sound	Blending onsets and rimes: /in/	Diagraph: th /th/ /TH/, Consonant sound: y /y/	said, of	path, big, have leg, yap, home See this yak.	Beginning to making meaning from the single topic nonfiction text	Sled Dogs	
6	Blending/identifying last sound	Blending onsets and rimes: /et/	Consonant sound: v /v/ Diagraph: sh /sh/	her, his	fun, vet, said mash, van, of I like the vet.	Beginning to making meaning from the single topic nonfiction text	What Vets Do We Have Fish Beth and Dad Shop Red's Home	
7	Blending/identifying last sound	Blending onsets and rimes: /en/	Consonant sound: x /ks/ Diagraph: ch, _tch /ch/	some, come, out	six, box, her fox, chin, his He saw a fox.	Beginning to making meaning from the single event text	Fish for Max	
8	Blending/identifying middle sound	Identifying middle sound	Consonant sound: z /z/, j, dge /j/	say, says, so	zip, fun, come Liz, jog, out My job is fun.	Beginning to making meaning from the single topic nonfiction text	On the Job A Bad Fox Chop, Mash, Mix! Caterpillars	Mastery test

SET 3

WEEK	PHONOLOGICAL AWARENESS DAY 1 AND 2	PHONOLOGICAL AWARENESS DAY 3	SPELLING-SOUNDS	HIGH-FREQUENCY WORDS	GUIDED SPELLING (WRITING PRACTICE)	COMPREHENSION FOCUS	DECODABLE TEXTS	FOUNDATIONAL SKILLS ASSESSMENT
1	Blending/identifying middle sound	Blending onsets and rimes: /ed/	Digraphs: wh /hw/, ng /ng/, -ing /ing/	make, there, be	which, when, say whiz, thing, so She can sing.	Beginning to making meaning from text	Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling	Entry point
2	Blending/identifying middle sound	Blending onsets and rimes: /ill/	Inflectional ending: _ed /t/, /d/, /əd/ Digraph: qu /khw/	look, good	back, wing, make thing, quit, there The ducks quacked.	Making meaning from a two-episode text	The Good Little Ducks, Part 1 The Good Little Ducks, Part 2 A Big Hutch for Dash The Red Mess	
3	Blending/segmenting ccvc or cvcc words with sn, st	Blending onsets and rimes: /un/	Blends: sn /sn/, st /st/	want, water, from	snap, king, look fast, stuck, good Stan had a snack.	Using illustrations to confirm what you read	The Jug of Water	
4	Blending/segmenting words with sn, st	Blending onsets and rimes: /uck/	Blends: fl /fl/, fr /fr/ Inflectional ending: _s /s/, /z/	for, again	lost, flock, water flap, frog, want Did the frog flip?	Identifying characters' feelings	Where Is Mom? The Skunk Can You Spot Them? Hummingbirds	Mastery test
5	Blending/segmenting words with fl, fr, s	Blending onsets and rimes: /est/	Blends: gr /gr/, dr /dr/	many, people	grip, drop, for drip, buds, again Water can drip.	Making inferences Making text-to-self connections"	Drip Drop	
6	Blending/segmenting words with pl, sm s	Producing rhymes: /at/	Blends: pl /pl/, sm /sm/	your, very	plum, plot, many smock, mush, people Are plums good?	Sequencing/retelling	Make Plum Jam The Band Animals of the Grasslands A Good Plan	
7	Blending/segmenting words with sp, pl	Producing rhymes: /an/	Blends: sp /sp/, cl /kl/	could, would, should, were	bus, test, your bag, shut, very We can spell.	Identifying characters' feelings	The Spelling Test	
8	Blending/segmenting words with long vowels	Producing rhymes: /it/	Blends: sk /sk/, sl /sl/	both, does	skid, fast, could sled, slick, were We could slip.	Making inferences Making text-to-self connections	Winter Fun The Clowns If You Were an Elephant Grip, Spin, and Flip!	Mastery test

SET 4

WEEK	PHONOLOGICAL AWARENESS DAY 1 AND 2	PHONOLOGICAL AWARENESS DAY 3	SPELLING-SOUNDS	HIGH-FREQUENCY WORDS	GUIDED SPELLING (WRITING PRACTICE)	COMPREHENSION FOCUS	DECODABLE TEXTS	FOUNDATIONAL SKILLS ASSESSMENT
1	Blending/segmenting words with long vowels	Producing rhymes: /in/	Long vowel sounds: a_e /ā/, i_e /ī/, e_e /ē/	every, other, mother, brother	cave, gate, both pile, slide, does We like snakes. We like that snake.	Compound words Abbreviations	A Hike by the Lake	Entry point
2	Blending/segmenting words with long vowels	Producing rhymes: /ot/ /og/	Long vowel sounds: o_e /ō/, u_e /ū/	woman, women, boy	hole, cone, every same, plume, mother That rope is mine.	Compound words Using illustrations to support vocabulary	Life in a Plains Tribe, Part 1 Life in a Plains Tribe, Part 2 The Blue Whales You Can Ride a Bike!	
3	Blending/identifying middle sound	Producing rhymes: /all/	Inflectional ending: s with final e	toward, over	slide, stones, woman shapes, bite, women Some snakes bite.	Identifying what you learned from nonfiction	Snakes!	
4	Blending/identifying middle sound	Producing rhymes: / ank/	Inflectional ending: ing with final e	their, old, cold, told	ride, shaking, toward hats, shining, over They like biking.	Making text-to-self connections	A Cold Ride Get Out and Get Fit A Trip to Crater Lake Animal Noses	Mastery test
5	Producing rhymes: /ung/ /ate/	Drop phonological awareness from Day 3	Inflectional ending: ed with final e	one, two	waded, swim, their smiled, hiked, cold Can she skate?	Identifying homophones Sequencing/retelling	Out My Window	
6	Producing rhymes: /ake/		ee,ea /ē/	don't, won't, too	see, feels, two eats, peas, one Mother likes beets.	Identifying homophones Making text-to-self connections	What Little Deer Eat A Good Team Let's Grow Green Beans Meet Sheep	
7	Orally identifying syllables		r-controlled vowel sounds: er, ir, ur /ūr/	who, school	girl, perch, too turn, teach, told The girl went first.	Sequencing/retelling	Bird School	
8	Orally identifying syllables		r-controlled vowel sounds: ar /är/, or /ōr/	thought, father	dark, plan, who hiding, formed, school Many stars shine.	Understanding folktales	Fox Spills the Stars Sharks! Return of the Robins California Condors	Mastery test

SET 5

WEEK	PHONOLOGICAL AWARENESS DAY 1 AND 2	PHONOLOGICAL AWARENESS DAY 3	SPELLING-SOUNDS	HIGH-FREQUENCY WORDS	GUIDED SPELLING (WRITING PRACTICE)	COMPREHENSION FOCUS	DECODABLE TEXTS	FOUNDATIONAL SKILLS ASSESSMENT
1	Dropping first sound		2-syllable words with teacher guidance	after, work	fort, blocks, thought flop, safe, father Swings are fun.	Using illustrations to support understanding in nonfiction	Fun Forts	Entry point
2	Dropping first sound		2-syllable words with teacher guidance	head, read (2)	pick, upset, work forget, sport, other Do you go to school?	Using quotation marks to identify what a character says Identifying problem and solution	Ann's Book Club Ants, Moths, and Wasps Insects at Work: Ladybugs and Bees Worms	
3	Dropping first sound		break a vccv word	never, ever, only	next, until, head barnyard, stir, read Is he inside?	Using quotation marks to identify what a character says Using question marks to read fluently	Have You Ever?	
4	Dropping initial consonant blend		break a vccv word	give, live (2)	steps, bedtime, never piglet, hatched, only We plant seeds.	Making text-to-text connections	Spring on the Farm Animal Homes Frogs and Tadpoles Pepper's Escape	Mastery test
5	Dropping initial consonant blend		Complex vowel sound: ai, ay /ā/	walk, talk, because, children	chain, snail, give gray, day, live It may rain.	Identifying characters' feelings Making text-to-self connections	A Play Day with My Brother Ray	
6	Dropping initial consonant blend		Complex vowel sounds: oa /ō/, ow /ō/, /ou/, oo /oo/, ew /oo/		toast, low, walk wood, drew, because Can the boat float?	Sequencing Using commas to read fluently	Cook Food on a Campfire Sailboats Toads Loose Tooth	
7	Dropping last sound		Vowel combination sound: all /awl/	even, picture	small, team, children tall, football, talk Can we play ball?	Making predictions Making text-to-self connections	Ball Games	
8	Dropping last sound		Silent letters: wr /r/, kn /n/	move, great	wrist, lift, even knot, raft, picture He bent his knees.	Making inferences	Dance! New School How to Play Kickball The Snow Day	Mastery test
9	Dropping last sound		Vowel combination sound: igh /i/ y as a vowel: _y /ī/ /ē/	though, once	night, high, move knee, dry, great The night is dark.	Identifying what you learned from nonfiction	Sunny Days, Starry Nights	
10	Dropping last sound		Inflectional endings: es, ed with final y	enough, watch, been	cries, bright, because lucky, dry, once A puppy can bark.	Identifying what you learned from nonfiction Making predictions	Scout's Puppies The Night Skies Dragonfly Life Bald Eagles	
11	Dropping last sound		Complex vowel sound: ou /ou/	few, kind, find, mind	flies, cloud, been ground, night, watch We found a toad.	Identifying what you learned from nonfiction Making inferences	The Desert	
12	Dropping last sound		Complex vowel sound: oi, oy /oi/	word, four, answer	proud, coins, few shout, boy, find Children like toys.	Making inferences	The Silver Coins The Four Seasons Night Sounds Lightning and Thunder	Mastery test
13	Dropping last sound		Vowel combination sounds: au, aw /aw/	learn, young, large	haunt, soil, word dawn, crush, answer Cubs eat raw meat.	Identifying what you learned from nonfiction Making text-to-self connections	Grizzly Bears	
14	Dropping last sound		Soft c sound: ci, ce, cy /s/	earth, most, change	melted, place, learn force, icy, large We skate on ice.	Identifying what you learned from nonfiction Exploring text features	Glaciers Glaciers and the Earth Paws and Claws Fawns	Mastery test