

LRSD Scope & Sequence for French Immersion Schools

The development of foundational language and literacy skills for Grade 2 to Grade 4

Revised March 2025

LRSD.NET

Thriving Learners ∞ Flourishing Communities

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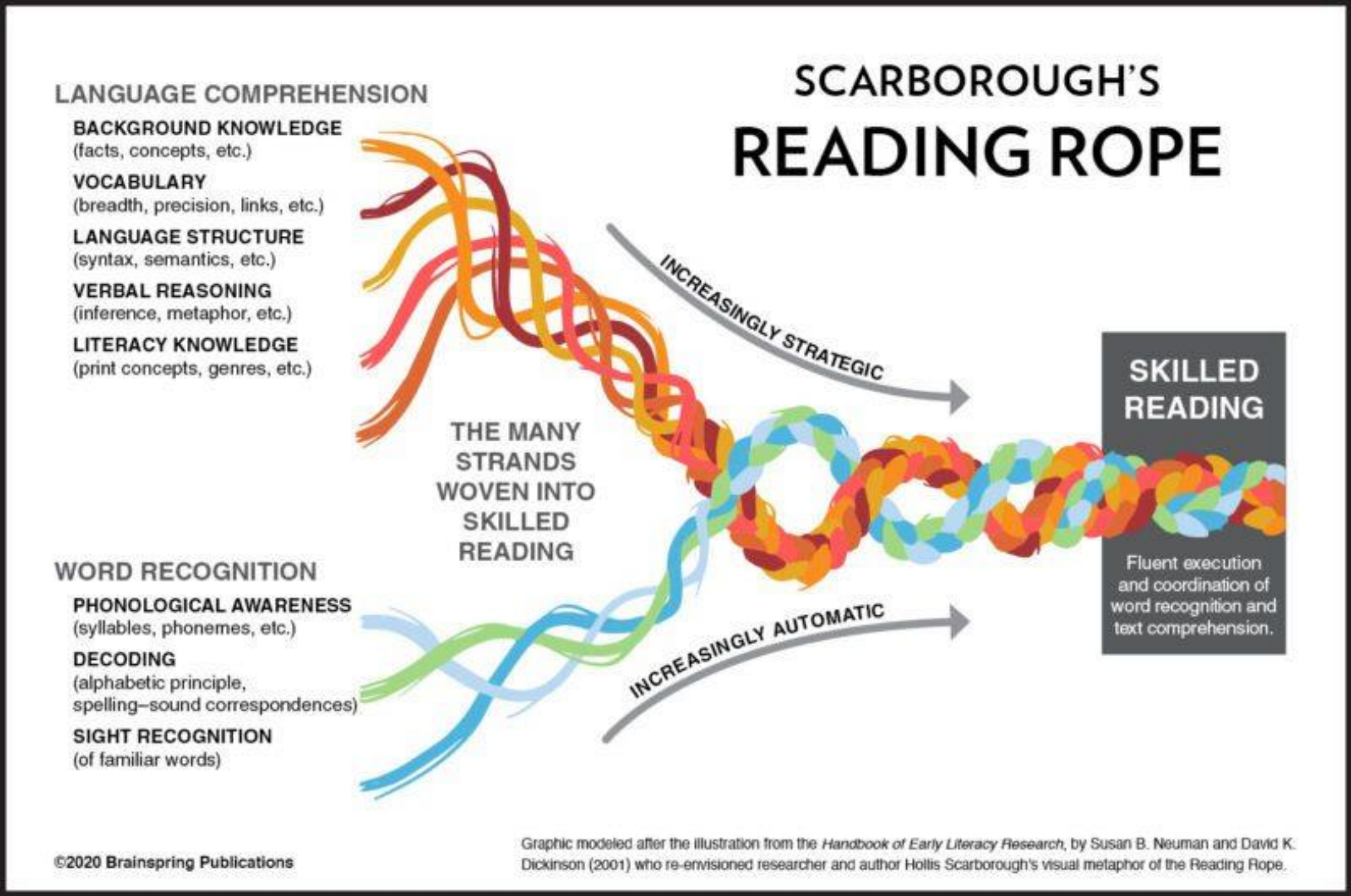
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Purpose

This document was created to guide the teaching of skills related to word recognition, vocabulary and comprehension in Grades 2-4 in the French immersion program. The information presented in this document is based around the ideas of Scarborough's Reading Rope Model. The tables found in this document are separated into sections by level. The tables guide instruction of skills related to the word recognition, vocabulary and comprehension portions of Scarborough's Reading Rope Model.

Research tells us that language skills related to reading and writing are interconnected and interdependent. It is essential that teachers integrate the systematic and explicit teaching of language skills. Language skills should be practiced orally, in writing, and in reading on an ongoing basis to strengthen connections in the learner's brain.



Assessment

Assessment in reading involves various tools and approaches aimed at understanding and supporting students' literacy development. Here's an explanation of how global screeners, placement assessments, and progress monitoring work within the context of reading:

Global Screeners for Reading: *What students and systems are at risk?*

Global screeners are initial assessments administered to all students within a grade level or age group to identify those who may require additional support or intervention in literacy skills. These assessments measure aspects of literacy such as letter naming, word reading, and oral reading fluency. Global screeners such as the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) offer reliable and valid results. Typically, screeners are done three times per school year; at the beginning, middle and end. The results of global screeners provide educators with a baseline understanding of students' overall literacy abilities and help identify learners who may need targeted interventions or differentiated instruction.

Placement Assessments for Reading: *Where do I start my instruction?*

Placement assessments in reading are more focused and specific than global screeners. They are designed to pinpoint individual students' strengths and weaknesses within specific reading components. For example, the Words Their Way Spelling Inventory assesses students' knowledge of phonics. These assessments often include informal observations, running records, diagnostic reading tests, or structured interviews to gather detailed information about a student's reading abilities. Placement assessments help educators identify the root causes of reading difficulties and inform targeted instructional strategies and interventions tailored to each student's needs.

Progress Monitoring for Reading: *Do I need to change my instruction?*

Progress monitoring in reading involves regularly assessing students' reading skills and growth over time. It allows educators to track individual progress, evaluate the effectiveness of instructional interventions, and make data-driven decisions to support ongoing literacy development. Progress monitoring assessments in reading can include regular assessments of fluency, comprehension checks after reading passages, vocabulary quizzes, or informal reading conferences where students demonstrate their reading strategies and comprehension. By monitoring progress, educators can adjust instruction, provide additional support, or challenge students appropriately based on their evolving reading abilities.

Importance of Assessment Cycle in Reading: The assessment cycle in reading—comprising global screeners, placement assessments, and progress monitoring—plays a critical role in promoting literacy growth and identifying and addressing reading difficulties early. Global screeners initiate the process by identifying students who may need further assessment or intervention in reading. Placement assessments then provide detailed insights into specific areas of strength and weakness, guiding personalized instructional plans. Progress monitoring ensures that instructional strategies are effective by continually assessing students' reading development and adjusting interventions as needed to support their ongoing progress.

In summary, assessment in reading encompasses a comprehensive approach that includes global screeners for initial identification, placement assessments for detailed analysis of reading skills, and progress monitoring to track and support students' literacy growth over time. By utilizing these assessment tools effectively, educators can tailor instruction, provide targeted interventions, and foster improved reading outcomes for all students.

(ChatGPT, personal communication, June 14, 2024)

Click on this [link](#) to access the LRSD Literacy Interventions interactive document for information and resources related to Tier 1, Tier 2 & Tier 3 instruction, assessment and interventions.

Suggested Lesson Sequence for Teaching a New Phonic Skill

Day 1	
Step 1 : Phonological Awareness (see recommended resources below)	5 minutes
Step 2 : Visual Drill - Teacher shows previously learned graphemes and students give the sound (phoneme) associated with each grapheme.	3 minutes
Optional : Alphabet Warm-up (if needed)	5 minutes
Step 3 : Auditory Drill (Dictation) - Teacher says previously learned sounds (phonemes), students say and write the letters associated with each sound (students can write on small white boards for example). This could be extended to writing words and sentences following this teacher script (see right)	10 minutes
Step 4 : Blending Drill (Decoding) - Teacher prepares cards with previously learned graphemes (can use grapheme cards, virtual sound board or PowerPoint). Teacher manipulates the letters for either the initial, medial or final sound using a word chain. Students blend the sounds together to read the words. Example : up - cup - pup - pun - pin - pan - can - con - cod - mod	3 minutes
Step 5 : Introduce New Concept - Include articulation, typical placement of grapheme in words (beginning, middle, end), letter formation, reading and writing words with the new grapheme. Use an I do, We do format.	10 minutes
Day 2	
Step 6 : Review New Concept - Include articulation, typical placement of grapheme in words (beginning, middle, end), letter formation, reading and writing words with the new grapheme. Use an I do, We do format.	5 minutes
Step 7 : Trace, Copy, Cover, Avert - Students practice writing the grapheme while saying its rule. They first trace the grapheme, then copy it from the line above, next they cover the first two rows and write the grapheme, and finally they close or avert their eyes while writing it.	5 minutes
Step 8 : Review New Concept (articulation, letter formation, placement in words, reading and writing words)	3 minutes
Step 9 : Word Work / Sound board - Students use manipulative letters to create words (students can use a word work mat, magnetic letters on a cookie sheet or can write on a white board). Teacher uses a word chain to have students change graphemes in order to create new words. Students read each word. Example : mug - tug - dug - pug - pig - dig - dog - dot - cot	10 minutes
Step 10 : Irregular Words / Heart Words - Students read and write the words.	5 minutes
Step 11 : Connected Text - Reading and writing sentences and reading a decodable text (sentences and text should contain words with the new sound and previously learned sounds).	10 minutes

Dictation Script:

- Teacher says the word
- Students repeat the word
- Finger spell the sounds
- Write the word
- Students read the word

Adapted from : Lane, H. B., Contesse, V., & Pollett, C. (2022). *UFLI foundations: An explicit and Systematic Phonics program*. Ventris Learning.
Orton-Gillingham Lesson Plan: <https://www.instagram.com/scienceofreading/>

**Previously taught concepts should continue to be included and reviewed during lessons throughout the year.*

Suggested Weekly Plan for Teaching a New Morphology Skill

DAY 1	DAY 2	DAY 3
Morphology Review of Concepts Already Taught (Ex. Whole-class Game)	Morphology Review of Concepts Already Taught (Ex. Whole-class Game)	Morphology Review of Concepts Already Taught (Ex. Whole-class Game)
Introduce New Concept	Review New Concept	Review New Concept
Structured Word Inquiry of New Affix or Root	<i>Morphology Sentences</i> (From <i>The Literacy Nest Bundle</i> on TpT)	<i>Morphology Blocks Activity</i> (From <i>The Literacy Nest</i> on TpT)
Connected Text #1- Highlight skill, read independently then read together (From <i>Morphology Passages</i> from <i>The Literacy Nest</i> on TpT)	Connected Text #2 - Highlight skill, read independently then read with a partner (From <i>Reading Passages</i> from <i>Jennifer Findley</i> on TpT)	Connected Text Review - Re-read both texts independently

* What is Structured Word Inquiry? Check out the work of Peter Bowers: https://wordworkskingston.com/WordWorks/Structured_Word_Inquiry.html

Grade 2 - Grade 4 Phonics & Morphology Scope & Sequence At-a-Glance

Short Vowels, blends and plural

1. a short vowel sound
2. i short vowel sound
3. o short vowel sound
4. e short vowel sound
5. u short vowel sound
6. initial blends
7. final blends
8. s [s] plural
9. s [z] plural

Diagraphs

10. floss rule -ff, -ll, -ss, -zz
11. qu /kw/
12. -all, -oll, -ull
13. ck /k/
14. sh /sh/
15. voiced th /th/
16. unvoiced th /th/
17. ch /ch/
18. wh /wh/
19. ph /f/
20. ng /ŋ/
21. n /ŋ/ (as in nk)

VCe (silent e)

22. a_e
23. i_e
24. o_e
25. u_e
26. e_e
27. _ce /s/
28. _ge /j/

Ending spelling patterns

29. -s, -es
30. -ed
31. -ing
32. closed & open syllables

Ending spelling patterns

33. -tch /ch/
34. -dge /j/
35. Long VCC: -ild, -old, -ind, -olt, -ost
36. y /ī/
37. y /ē/
38. consonant + le

R-controlled vowels

39. ar /ar/
40. or, ore /or/
41. er /er/
42. ir, ur /er/
43. w + or /er/

Vowel teams

44. Long a patterns: ai, ay /ā/
45. Long e patterns: ee, ea, ey /e/
46. Long o patterns: oa, ow, oe /ō/
47. Long u patterns: oo, ew, ui, ue /ū/
48. Long i patterns: ie, igh /ī/
49. au, aw, augh /aw/
50. ea /ě/
51. a /ǒ/

Diphthongs

52. oi, oy /oi/
53. ou, ow /ow/

Silent letters

54. kn /n/
55. wr /r/
56. -mb /m/

Suffixes

57. -s, -es
58. -er, -est
59. -ly /lē/
60. -less, -ful

Suffix spelling changes

61. Doubling Rule -ed, -ing
62. Doubling Rule -er, -est
63. Doubling -e rule
64. y to i Rule

Prefixes and suffixes

65. un
66. pre, re
67. dis
68. -sion, -tion
69. -ture
70. verb + -er, -or, -ist = noun
71. -ish
72. -y
73. -ness
74. -ment
75. -able, -ible
76. uni-, bi-, tri-

Low frequency spellings

77. -ar, -or /er/
78. air, are, ear /air/
79. ear /ear/
80. alternate long A /ā/: ei, ey, eigh, aigh, ea
81. alternate Long U : ew, eu, ue /yū/ ou /ū/
82. ough /aw/, /ō/
83. signal Vowels (c /s/, g /j/)
84. ch /sh/ & /k/
85. gn /n/, gh /g/
86. silent t

Prefixes and Suffixes - Grade 4

87. mis-
88. non-
89. in-
90. mid-
91. over-
92. under-
93. -ous
94. -y
95. -en

Phonics Scope & Sequence - Grade 2
Concepts to be mastered in **bold**

Short Vowels, blends and plural

- 1. **a** short vowel sound
- 2. **i** short vowel sound
- 3. **o** short vowel sound
- 4. **e** short vowel sound
- 5. **u** short vowel sound
- 6. initial blends
- 7. final blends
- 8. **s** [s] plural
- 9. **s** [z] plural

Diagraphs

- 10. floss rule -ff, -ll, -ss, -zz
- 11. qu /kw/
- 12. -all, -oll, -ull
- 13. **ck** /k/
- 14. **sh** /sh/
- 15. **voiced th** /th/
- 16. **unvoiced th** /th/
- 17. **ch** /ch/
- 18. **wh** /wh/
- 19. **ph** /f/
- 20. **ng** /ŋ/
- 21. **n** /ŋ/ (as in nk)

VCe (silent e)

- 22. **a_e**
- 23. **i_e**
- 24. **o_e**
- 25. **u_e**
- 26. **e_e**
- 27. **_ce** /s/
- 28. **_ge** /j/

Ending spelling patterns

- 29. **-s, -es**
- 30. **-ed**
- 31. **-ing**

32. closed & open syllables

Ending spelling patterns

- 33. **-tch** /ch/
- 34. **-dge** /j/
- 35. Long VCC: -ild, -old, -ind, -olt, -ost
- 36. **y** /ī/
- 37. **y** /ē/
- 38. **consonant + le**

R-controlled vowels

- 39. **ar** /ar/
- 40. **or, ore** /or/
- 41. **er** /er/
- 42. **ir, ur** /er/
- 43. **w + or** /er/

Vowel teams

- 44. Long a patterns: ai, ay /ā/
- 45. Long e patterns: ee, ea, ey /e/
- 46. Long o patterns: oa, ow, oe /ō/
- 47. Long u patterns: oo, ew, ui, ue /ū/
- 48. Long i patterns: ie, igh /ī/
- 49. au, aw, augh /aw/
- 50. ea /ě/
- 51. a /ö/

Diphthongs

- 52. oi, oy /oi/
- 53. ou, ow /ow/

Silent letters

- 54. kn /n/
- 55. wr /r/
- 56. -mb /m/

Suffixes

- 57. **-s, -es**
- 58. **-er, -est**
- 59. **-ly** /lē/
- 60. **-less, -ful**

Suffix spelling changes

- 61. Doubling Rule -ed, -ing
- 62. Doubling Rule -er, -est
- 63. Doubling -e rule
- 64. y to i Rule

Prefixes and suffixes

- 65. un
- 66. pre, re
- 67. dis
- 68. -sion, -tion
- 69. -ture
- 70. verb + -er, -or, -ist = noun
- 71. -ish
- 72. -y
- 73. -ness
- 74. -ment
- 75. -able, -ible
- 76. uni-, bi-, tri-

Low frequency spellings

- 77. -ar, -or /er/
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- 79. ear /ear/
- 80. alternate long A /ā/: ei, ey, eigh, aigh, ea
- 81. alternate Long U : ew, eu, ue /yū/ ou /ū/
- 82. ough /aw/, /ō/
- 83. signal Vowels (c /s/, g /j/)
- 84. ch /sh/ & /k/
- 85. gn /n/, gh /g/
- 86. silent t

Prefixes and Suffixes - Grade 4

- 87. mis-
- 88. non-
- 89. in-
- 90. mid-
- 91. over-
- 92. under-
- 93. -ous
- 94. -y
- 95. **-en**

Phonics Scope & Sequence - Grade 3

Concepts to be mastered in **bold**

Short Vowels, blends and plural

- 1. a short vowel sound
- 2. i short vowel sound
- 3. o short vowel sound
- 4. e short vowel sound
- 5. u short vowel sound
- 6. initial blends
- 7. final blends
- 8. s [s] plural
- 9. s [z] plural

Diagraphs

- 10. floss rule -ff, -ll, -ss, -zz
- 11. qu /kw/
- 12. -all, -oll, -ull
- 13. ck /k/
- 14. sh /sh/
- 15. voiced th /th/
- 16. unvoiced th /th/
- 17. ch /ch/
- 18. wh /wh/
- 19. ph /f/
- 20. ng /ŋ/
- 21. n /ŋ/ (as in nk)

VCe (silent e)

- 22. a_e
- 23. i_e
- 24. o_e
- 25. u_e
- 26. e_e
- 27. _ce /s/
- 28. _ge /j/

Ending spelling patterns

- 29. -s, -es
- 30. -ed
- 31. -ing
- 32. closed & open syllables

Ending spelling patterns

- 33. -tch /ch/
- 34. -dge /j/
- 35. Long VCC: -ild, -old, -ind, -olt, -ost
- 36. y /ī/
- 37. y /ē/
- 38. consonant + le

R-controlled vowels

- 39. ar /ar/
- 40. or, ore /or/
- 41. er /er/
- 42. ir, ur /er/
- 43. w + or /er/

Vowel teams

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- 45. Long e patterns: ee, ea, ey /e/
- 46. Long o patterns: oa, ow, oe /ō/
- 47. Long u patterns: oo, ew, ui, ue /ū/
- 48. Long i patterns: ie, igh /ī/
- 49. au, aw, augh /aw/
- 50. ea /ē/
- 51. a /ō/

Diphthongs

- 52. oi, oy /oi/
- 53. ou, ow /ow/

Silent letters

- 54. kn /n/
- 55. wr /r/
- 56. -mb /m/

Suffixes

- 57. -s, -es
- 58. -er, -est
- 59. -ly /lē/
- 60. -less, -ful

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- 62. Doubling Rule -er, -est
- 63. Doubling -e rule
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- 67. dis
- 68. -sion, -tion
- 69. -ture
- 70. verb + -er, -or, -ist = noun
- 71. -ish
- 72. -y
- 73. -ness
- 74. -ment
- 75. -able, -ible
- 76. uni-, bi-, tri-

Low frequency spellings

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- 79. ear /ear/
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- 81. alternate Long U : ew, eu, ue /yū/ ou /ū/
- 82. ough /aw/, /ō/
- 83. signal Vowels (c /s/, g /j/)
- 84. ch /sh/ & /k/
- 85. gn /n/, gh /g/
- 86. silent t

Prefixes and Suffixes - Grade 4

- 87. mis-
- 88. non-
- 89. in-
- 90. mid-
- 91. over-
- 92. under-
- 93. -ous
- 94. -y
- 95. -en

Phonics and Morphology Scope & Sequence - Grade 4

Concepts to be mastered in bold

Short Vowels, blends and plural

- 1. a short vowel sound
- 2. i short vowel sound
- 3. o short vowel sound
- 4. e short vowel sound
- 5. u short vowel sound
- 6. initial blends
- 7. final blends
- 8. s [s] plural
- 9. s [z] plural

Diagraphs

- 10. floss rule -ff, -ll, -ss, -zz
- 11. qu /kw/
- 12. -all, -oll, -ull
- 13. ck /k/
- 14. sh /sh/
- 15. voiced th /th/
- 16. unvoiced th /th/
- 17. ch /ch/
- 18. wh /wh/
- 19. ph /f/
- 20. ng /ŋ/
- 21. n /ŋ/ (as in nk)

VCe (silent e)

- 22. a_e
- 23. i_e
- 24. o_e
- 25. u_e
- 26. e_e
- 27. _ce /s/
- 28. _ge /j/

Ending spelling patterns

- 29. -s, -es
- 30. -ed
- 31. -ing
- 32. closed & open syllables

Ending spelling patterns

- 33. -tch /ch/
- 34. -dge /j/
- 35. Long VCC: -ild, -old, -ind, -olt, -ost
- 36. y /ī/
- 37. y /ē/
- 38. consonant + le i.

R-controlled vowels

- 39. ar /ar/
- 40. or, ore /or/
- 41. er /er/
- 42. ir, ur /er/
- 43. w + or /er/

Vowel teams

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- 48. Long i patterns ie, igh /ī/
- 49. au, aw, augh /aw/
- 50. ea /ě/
- 51. a /ǒ/

Diphthongs

- 52. oi, oy /oi/
- 53. ou, ow /ow/

Silent letters

- 54. kn /n/
- 55. wr /r/
- 56. -mb /m/

Suffixes

- 57. -s, -es
- 58. -er, -est
- 59. -ly /lē/
- 60. -less, -ful

Suffix spelling changes

- 61. Doubling Rule -ed, -ing
- 62. Doubling Rule -er, -est
- 63. Doubling -e rule
- 64. y to i Rule

Prefixes and suffixes

- 65. un
- 66. pre, re
- 67. dis
- 68. -sion, -tion
- 69. -ture
- 70. verb + -er, -or, -ist = noun
- 71. -ish
- 72. -y
- 73. -ness
- 74. -ment
- 75. -able, -ible
- 76. uni-, bi-, tri-

Low frequency spellings

- 77. -ar, -or /er/
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- 79. ear /ear/
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- 81. alternate Long U : ew, eu, ue /yū/ ou /ū/
- 82. ough /aw/, /ō/
- 83. signal Vowels (c /s/, g /j/)
- 84. ch /sh/ & /k/
- 85. gn /n/, gh /g/
- 86. silent t

Prefixes and Suffixes - Grade 4

- 87. mis-
- 88. non-
- 89. in-
- 90. mid-
- 91. over-
- 92. under-
- 93. -ous
- 94. -y
- 95. -en

Definitions:

Practice word: a word that can be used for practice activities related to reading and writing

High frequency word: a word that is frequently used in texts

Heart word: a high frequency word that is irregular, that needs to be memorized (at least partially) because it can't be decoded

Grade 2 - Grade 3: Emerging - Expanding

Sounds/Concept	Rule	Reading and writing Practice/high frequency/heart words	Decodable texts & UFLI Lesson PPTs	Resources and Assessments
Short Vowel Review Grade 2 - Mastered	a [ă] The letter A is a vowel. The letter A can come in the middle and at the beginning of words. e [ĕ] The letter E is a vowel. The letter E can come at the beginning and in the middle of words. i [ĭ] The letter I is a vowel. The letter I can come at the beginning and in the middle of words. o [ŏ] The letter O is a vowel. The letter O can come at the beginning and at the end of words. u [ŭ] The letter U is a vowel. The letter U can come at the beginning and in the middle of words.	a: sat, mat, pat, fat, spat, snap, absent, active e: wet, met, set, bet, ten, best, sped, sent i: did, big, dig, pin, tip, him, win o: top, shop, mop, sock, block, mock, stock, hot, shot u: cub, rub, mug, bug, fun, spud, plug, stud, slug	UFLI Resources lessons 1, 8, 12, 15, 18, 19, 35, 36, 37, 38, 39, 40, 41	Assessments: Phonological Awareness Kilpatrick PAST Phonological Awareness Skills Screener (PASS) CC3 & LeNS CORE Phonics Survey
Initial blends				Quick Phonics Screener Words Their Way Gallistel-Ellis Heggerty Assessments Alphabetic Principle & Phonics CVC Spelling Test Assessment for Blending Letter Identification Assessment
<u>S blends</u> sp-, st-, sm-, tw-, sc-, sk-, sn-, sw- Grade 2 - Mastered	When reading and writing words with consonant clusters, students should be able to hear and produce each sound.	Practice words: Spot, spin, span, spat, spun, spit, spell, sped, spill, spent, stop, step, stuff, stab, stag, stat, staff, stem, step, stiff, still, stud, stub, stun, stint, stilt, stunt, smell, smog, smug, smelt	All S/L/R Initial Blends: Dandelion Launchers Unit 9 A-D Dandelion Readers Set 1, 2, 3 -Unit 9 Moon Dog Series Set #2, Book 3 Totem Series, Set 1 Book #1,2,3 Magic Belt Series Book 5	
<u>L blends</u> fl-, sl-, pl-, cl-, bl-, gl- Grade 2 - Mastered	When reading and writing words with consonant clusters, students should be able to hear and produce each sound.	Practice words: blab, bled, blip, blob, blot, clam, clap, clip, clog, clot, club, flag, flap, flat, fled, flip, flop, glad, glum, plan, plot, plug, plum, slab, slam, slap, sled, slid, slim, slit, slob, slop, slot, slug		
<u>R blends</u> tr-, dr-, pr-, br-, cr-, fr-, gr- Grade 2 - Mastered	When reading and writing words with consonant clusters, students should be able to hear and produce each sound. Words with the TR cluster often sound like /ch+/r/ Words with the DR cluster often sound like /j+/r/	Practice words: brag, crab, trim, drop, crib, drip, grab, prop, grub, grin, bred, brim, cram, crop, drab, drag, drip, drop, drum, fret, frog, gram, grid, grim, grip, grit, prim, prod, tram, trap, trek, trip, trot		

Assess and Review Initial Blends				Heggerty Letter Identification and Sounds Assessment
Final Blends				CORE Phonics Survey
-nt Grade 2 - Mastered	CVCC	Practice words: sent, bent, ant, dent, font, hint, hunt, lint, mint, punt, rant, rent, runt, sent, tent, tint, vent, went,	Dandelion Launchers Unit 8 A-D Dandelion Readers Set 1, 2, 3 -Unit 8 Moon Dog Series Set #2, Book 2 Totem Series Set #1 Book 1, 2, 3 Magic Belt Series Book 1-4 Final & Initial Blends Dandelion Launchers Unit 10 A-D Dandelion Readers Set 1, 2, 3 -Unit 10 Moon Dog Series Set #2, Book 4	Quick Phonics Screener
-lt Grade 2 - Mastered	CVCC	Practice words: belt, felt, melt, cult, kilt, pelt, silt, tilt, quilt		Words Their Way
-st Grade 2 - Mastered	CVCC	Practice words: best, cast, dust, fast, fist, gust, just, last, list, mast, mist, must, nest, past, pest, rest, rust, test, vest, west		Gallistel-Ellis
-ct Grade 2 - Mastered	CVCC/CCVCC	Practice words: act, fact, duct		CC3 & LeNS
-ft Grade 2 - Mastered	CVCC	Practice words: daft, gift, left, lift, raft, sift, soft		Orthography
-pt Grade 2 - Mastered	CVC/CVCC	Practice words: apt, kept, wept		LETRS Basic Spelling Screener (K-2)
-ank Grade 2 - Mastered	CVCC	Practice words: tank, sank, rank, bank, Hank, yank		Resources:
-ink Grade 2 - Mastered	CVC/CVCC	Practice words: sink, ink, rink, link, mink, pink, wink		Alphabetic Principle & Phonological Awareness & Phonics
-onk Grade 2 - Mastered	CVCC	Practice words: bonk, honk, conk		UFLI Manual
-unk Grade 2 - Mastered	CVCC	Practice words: sunk, dunk, gunk, hunk, junk, sunk	Wilson Foundations	
Assess & Review Final Blends				Remediation Plus Systems
s [s] Grade 2 - Mastered	As a suffix: Plural (nouns) We can add -s at the end of words to show that there are many ex: cats Teach using nouns that require no change to base word: train-trains, toy-toys.	Practice words: bats, bets, cats, caps, bops, cops, cots, cups, cuts, dips, dots, fits, gaps, gets, maps, mats, mops, naps, nets, nuts, pats, pets, pits, pops, pots, pups, sets, sips, sits, taps, tics, tips, tops, tots	UFLI Resources lesson 20	SRA Open Court
s [z] Grade 2 - Mastered	As a suffix: Plural (nouns) S spells [z] at the end of words S spells [z] if the sound before it is a voiced sound like [m] or [n] Teach using nouns that require no change to base word: bag-bags, fin-fins.	Practice words: abs, bags, beds, begs, bibs, bins, buds, bugs, buns, cabs, cubs, dabs, dads, dens, digs, dims, dogs, fans, fibs, fins, gags, gums, moms, mums, nags, nods, pads, pans, pegs, pens, pigs, pins, pods, pugs, puns, sags, sob's, suds, tabs, tags, tins, tubs High frequency words: is, as	UFLI Resources lesson 21	Lexia Core 5 (MLL)
Assess & Review: S = Plural & S = [z]				Alphabet Arc Mats
Digraphs - Floss Rule				Alphabet Arc Activities
-ff Grade 2 -Instructional Grade 3 - Mastered	When /f/, /l/, /s/ and /z/ come after a short vowel at the end of word, we use double letters, or the same letter two times to spell that sound.	Practice words: puff, huff, cuff, muff, buff, off High frequency word: want, off Heart word: your	UFLI Resources lesson 42 Dandelion Launchers Unit 7- A-D	Article: 3 Ways to Use Alphabet Arc for Sequencing
				Missing Letter Decks - Alphabet
				Letterland Action Videos
				Letterland Compilation
				Letter, Keyword, Sound visual
				Letterland Virtual World

-ll Grade 2 -Instructional Grade 3 - Mastered	"Jeff will pass buzz." When you see these double letters FF, LL, SS and ZZ, you sound them out the same way as F,L,S,Z.	Practice words: bell, fill, doll, sell, pill, gull, yell, mill, sill, ill, lull, cull, dill, fill, hill High frequency word: tell, well, will	Dandelion Readers Set 1, 2, 3 -Unit 7 Moon Dog Series Set #1, Book 7 & 8 Moon Dog Series Set #2, Book 1	Sound wall Fluency & Vocabulary & Comprehension Wilson Foundations Remediation Plus Systems Lexia Core 5 (MLL) SRA Open Court UFLI Manual Printing *Teach lowercase letters first Little hands, little pencils - video to help teachers: Pinch and Flip Sky, Grass, Dirt Template Sound boxes
-ss Grade 2 -Instructional Grade 3 - Mastered		Practice words: less, hiss, mess, boss, fuss, kiss, pass, mass, miss, ness, bass, toss, moss, hiss		
-zz Grade 2 -Instructional Grade 3 - Mastered		Practice words: buzz, jazz, fuzz, fizz		
Assess & Review: Floss Rule				
Digraphs				
qu /kw/ Grade 2 -Instructional Grade 3 - Mastered	"Never the q without the u" QU spells /kw/ at the beginning of words.	Practice words: quit, quiz, quill, quilt, quid, quip, quell, squish, squint, squib, squelch	UFLI Resources lesson 32 Dandelion Launchers Units 11-15 Dandelion Readers Set 1 Units 11-17 Set 2 Units 11-17 Moon Dog Series Set #2, Book 5-7 Totem Series, Set 1 Book 4, 5	
-all, -oll, -ull Grade 2 -Instructional Grade 3 - Mastered	A-L-L spells /all/ O-L-L can have a short o or long o sound. U-L-L often has the short u sound but it is sometimes pronounced /oo/ like in pull.	Practice words: -all: ball, call, hall, mall, small, stall, tall, wall, fall -oll: poll, roll, toll, troll -ull: bull, full, pull High frequency words: all, call, full, fall, go, no, so, pull, small	UFLI Resources lesson 43	Little hands, little pencils - video to help teachers: Pinch and Flip Sky, Grass, Dirt Template Sound boxes
Assess & Review: qu /kw/, -all, -oll, -ull,				Reading
ck /K/ Grade 2 - Mastered	When we hear /k/ sound at the end of a word after a short vowel we spell it ck. "Long spelling after short vowel"	Practice words: pack, sack, tack, back, hack, Jack, snack, shack, whack, lack, crack, track, smack, black, quack, slack, backpack Heart words: goes, says	UFLI Resources lesson 44, 45, 46, 47, 48, 49 Moon Dog Series Set #2, Book 8 Magic Belt Series Book 6, 9 All digraphs: Dandelion Launchers Units 11-15 Dandelion Readers Set 1 Units 11-17 Set 2 Units 11-17 Moon Dog Series Set #2, Book 5-7 Totem Series, Set 1 Book 4, 5	Decodable Readers K-2 by Learning at the Primary Pond
sh /sh/ Grade 2 - Mastered	The consonant digraph SH can come at the beginning and at the end of words.	Practice words: ship, shop, shed, shell, fish, cash, rush, bash, dash, mash, hush, rash, wish, sham, shun, shot, sash, smash gash, mesh, flesh, flash, flush, blush , brush, crash, crush, fresh		S.P.I.R.E. Electronic Files
Voiced th /th/ Grade 2 - Mastered	Voiced /th/ comes at the beginning of a word.	Practice words: this, them, that, thus, then, than High frequency: that, this, them, then Heart word: their, thinks		Short Vowel CVC Flip Book
Unvoiced th /th/ Grade 2 - Mastered	Unvoiced /th/ comes at the beginning and at the end of words.	Practice words: thin, moth, math, bath, with, path, thud Heart word: were, want		Grammar The Syntax Project
ch /ch/ Grade 2 - Mastered	CH can come at the beginning and at the end of words .	Practice words: chop, chin, chip, chill, such, rich, much, chat, Chad, chess High frequency word: such Heart words: talk, walk		The Morphology Project
Assess & Review: ck /K, sh /sh/, Voiced th /th/, Unvoiced th /th/, ch /ch/				Videos Nessy Flossy Rule Video
wh /wh/ Grade 2 - Mastered	WH spells /w/ at the beginning of words.	Practice words: when, what, whim, whiz, which, whisk, wheelk, whip Heart words: when, my	UFLI Resources lessons 50, 51, 52, 53 Moon Dog Series Set #2, Book 8	Final Blends Video

ph /f/ Grade 2 - Mastered	PH spells /f/ at the beginning and at the end of words.	Practice words: graph, phone Heart words: could, would, should	Magic Belt Series Book 6, 9 All diagraphs: Dandelion Launchers Units 11-15 Dandelion Readers Set 1 Units 11-17 Set 2 Units 11-17 Moon Dog Series Set #2, Book 5-7 Totem Series, Set 1 Book 4, 5	Activities Roll and Read Short Vowels Word Mapping Trace, Copy, Cover, Avert - Kindergarten TCCA Jingles OG Jingles
ng /ŋ/ Grade 2 - Mastered	NG spells the sound /ŋ/ only at the end of words	Practice words: Rang, hang, fang, gang, hang, bang, slang, clang, sprang, wing, king, sing, ring, thing, ping, sling, bring, swing, sting, spring, song, long, gong, prong, strong, sung, rung, hung,		
n /ŋ/ (as in nk) Grade 2 - Mastered	N spells /ŋ/ when combined with k at the end of words.	Practice words: bank, blank, clank, crank, drank, plank, prank, rank, sank, stank, tank, thank, yank, blink, brink, clink, drink, ink, link, pink, rink, sink, slink, stink, think, wink, honk, bunk, chunk, dunk, flunk, funk, hunk, junk, plunk, skunk, slunk, spunk, stunk, sunk, trunk Heart words: there, where		
Assess & Review: wh /wh/, ph /f/ ng /ŋ/, n /ŋ/ (as in nk)				
Initial Blends, Final Blends and Digraphs Review	CCVCC	black, blank, blast, blend, blink, block, blond, blush, brand, brick, bring, broth, brush, champ, chess, check, chest, chick, chill, chimp, chomp, chunk, clamp, clash, clasp, class, click, cliff, cling, clock, cloth, cluck, clump, clung, crack, craft, crash, crept, crest, cross, crush, crust, drank, dress, drift, drill, drink, flash, flask, fling, flock, floss, flung, flush, fresh, frock, frond, frost, froth, grasp, grass, grill, plank, plant, pluck, plump, plush, press, prick, print, shack, shell, shift, shock, slant, slept, sling, sloth, slung, speck, spell, spend, spill, stack, stamps, stiff, still, swell, swept, swing, track, trash, trick, whiff, whisk	Dandelion Launchers Unit 8 A-D Dandelion Readers Set 1, 2, 3 -Unit 8 Moon Dog Series Set #2, Book 2 Totem Series Set #1 Book 1, 2, 3 Magic Belt Series Book 1-4	
VCe (silent e) Syllable Type #1 (Magic E/ vc_e)				
a-e Grade 2 - Mastered	a consonant e says /ā/ A has a long vowel sound /ā/. It is the same as the vowel's name A /ā/. The E at the end of the word tells us to say the long vowel sound but the E does not make a sound. It is silent.	Practice words: take, game, race, snake, shake, rake, pane, mane, tame, wade, safe, bake, rake, cake, wave, gaze, haze, hale, rate, lake, gale, came, tame, case, late, ade, wane, wake, Jane, pale, gale, vale, cave, pane, sane, dale, shave, make, sale, name, lane, Kate, pave, dame, nape, whale, tale, tame, lame, base, date, save, maze, chase Exception: have Heart word: who	UFLI Resources lessons 54, 55, 56, 57, 58, 59 Dandelion Readers - VCe Spelling Set	
i-e Grade 2 - Mastered	i consonant e says /ī/ I has a long vowel sound /ī/. It is the same as the vowel's name I /ī/. The E at the end of the word tells us to say the long vowel sound but the E does not make a sound. It is silent.	Practice words: like, pine, ripe, shine, slide, lime, wife, nine, dive, pike, chime, side, mile, time, wipe, wire, live, site, while, wide, pile, mine, kite, tire, dine, bite, vise, white, tide, tile, line, quite, hire, fire, bide, whine, life, file, vine, five, rite, dike		
o-e Grade 2 - Mastered	o consonant e says /ō/ O has a long vowel sound /ō/. It is the same as the vowel's name O /ō/. The E at the end of the word tells us to say the long vowel sound but the E does not make a sound. It is silent.	Practice words: bone, woke, pole, home, tone, pole, doze, choke, cone, dome, mote, smoke, mole, poke, hole, tone, rote, quote, robe, joke, mole, lone, yoke, sole, rope, shore Exceptions: come, done, dove, none, some, love		

u-e Grade 2 - Mastered	u consonant e says /ū/ U has a long vowel sound /ū/. It is the same as the vowel's name U /ū/. The E at the end of the word tells us to say the long vowel sound but the E does not make a sound. I is silent.	Practice words: June, rude, flute, prune, mule, Yule, dune, cute, Luke, mute, tune, duke, cube, tube, plume, brute, crude, fluke, fume Heart words: once		
e-e Grade 2 - Mastered	e consonant e says /ē/ E has a long vowel sound /ē/. It is the same as the vowel's name E /ē/. The E at the end of the word tells us to say the long vowel sound but the E does not make a sound. It is silent.	Practice words: Eve, these, gene, theme, Pete, Steve, Zeke		
Assess & Review: VCe (Silent e)				
_ce /s/ Grade 2 - Mastered	The letter C spells /s/ when it is followed by a silent E. The E at the end of the word tells us to say the long vowel sound but the E does not make a sound. It is silent.	Practice words: ace, brace, grace, ice, lace, mice, nice, pace, place, price, race, rice, slice, space, spice, trace, twice High frequency words: face, place	UFLI Resources lesson 60	
_ge /j/ Grade 2 - Mastered	G spells /j/ when it is followed by a silent E. The E at the end of the word tells us to say the long vowel sound but the E does not make a sound, it is silent.	Practice words: age, cage, huge, rage, sage, stage, wage High frequency words: page, change	UFLI Resources lesson 61. 62	
Assess & Review: _ce /s/, _ge /j/				
Ending Spelling Patterns- Longer Word Practice: CCVC, CVCC, CCVCC & CCCVC				
-s, -es Grade 2 - Mastered	As a suffix: Third person singular Prent Tense (verbs) Hop-hops Teach 'es' suffix for words ending in ch, sh, ss, or x: <u>push-pushes</u> As a suffix: Plural; more than one (nouns) Teach 'es' plural for words ending in ch, sh, ss, or x: wrenches, wishes, kisses, foxes. Teach 'ies' rule for words ending in y; baby-babies. Teach exception - if base word ends in vowel and y, or ey, just add s:toys, monkey, donkey. Teach 'ves' rule for words ending in f: calf-calves.	Practice words; hops, plays, works Practice words: pushes, losses, Practice words: ashes, axes, benches, bosses, boxes, brushes, bunches, buses, classes, dishes, dresses, foxes, glasses, grasses, inches, kisses, lashes, losses, sashes, slashes, taxes, wishes Practice words: babies, cherries, bunnies, puppies, butterflies. Practice words: loaves, scarves, shelves, thieves. Heart words: does, two	UFLI Resources lesson 63 Morphology Blocks from The Literacy Nest: p.12 Week-By-Week Phonics & Word Study - Activities for Intermediate Grades (Gr. 3-6) by Wiley Blevins Teaching Phonics & Word Study in the Intermediate Grades, 3rd Edition by Wiley Blevins	

	Teach rule for nouns ending in o - sometimes -s or -es is used: hero-heroes, radio-radios.					
-ed Grade 2 - Mastered	As a suffix: Past tense (verbs) A verb is an action word. We can add -ED to verbs to make them past tense (the action has already happened), The -ED is pronounced three ways: /d/, /t/ or /əd/ If a voiced sound comes before -ED we say /d/ If an unvoiced sound comes before -ED we say /t/ If the sounds /d/ and /t/ comes before -ED, then -ED makes two sounds /ə/ and /d/, the E is pronounced with a schwa Teach final consonant doubling, drop the final e rule, change y to i rule: hopped, hope-hoped, cry-cried.	Practice words: ED /d/: called, filled, pulled, rolled, yelled ED /t/: asked, backed, blinked, blocked, boxed, brushed, bumped, camped, checked, chomped, clashed, cracked, crashed, crunched, dressed, fixed, flushed, helped, jumped, kicked, licked, looked, missed, passed, picked, pumped, rocked, rushed, shocked, thanked, tricked, wished ED /əd/: acted, added, blasted, chanted, drafted, ended, frosted, gifted, handed, hunted, landed, lasted, lifted, melted, planted, rested, shaded, temped, trusted, twisted, wanted Heart words: many, any	UFLI Resources lesson 64 Morphology Blocks from The Literacy Nest: p. 13 Week-By-Week Phonics & Word Study - Activities for Intermediate Grades (Gr. 3-6) by Wiley Blevins Teaching Phonics & Word Study in the Intermediate Grades, 3rd Edition by Wiley Blevins			
-ing Grade 2 - Mastered	As a suffix: Progressive; present participles (verbs) -ING is an ending we can add to verbs when we are talking about actions that continuously happen in the present or past. Teach final consonant doubling, drop the final e rule: hop-hopping, hope-hoping.	Practice words: acting, asking, being, blocking, boxing, brushing, calling, doing, ending, falling, fishing, flashing, going, hanging, helping, landing, looking, mashing, planting, pulling, resting, ringing, seeing singing, sinking, smashing, spending, standing, sticking, telling thinking, walking, winking, wishing High Frequency word: going Heart words: been, into	UFLI Resources lesson 65 Morphology Blocks from The Literacy Nest: p. 14 Week-By-Week Phonics & Word Study - Activities for Intermediate Grades (Gr. 3-6) by Wiley Blevins Teaching Phonics & Word Study in the Intermediate Grades, 3rd Edition by Wiley Blevins			
Assess & Review: -es, -ed, -ing						
Closed Syllables and Open Syllables						
Syllable Type #2 (Closed) & Syllable Type #3 (Open)						
Closed & Open Syllables Grade 2 - Mastered	A syllable is a word or a part of a word with one vowel sound. A syllable can be pushed out in one breath. Closed syllable = has only one vowel and the vowel is followed by one or more consonants. In a closed syllable the vowel sound is short. Open syllable = has only one vowel and the vowel is the last letter in the syllable. In an open syllable the vowel sound is long.	<table><tr><td>Closed</td><td>Silent-e</td><td>Neither</td></tr></table> *create 3 headings: - use a 3rd column so guessing isn't the focus <u>Word sorts</u> tap/tape, tam/tame, hat/hate, slat/slate, at/ate, can/cane, Sam/same, cap/cape, made/made, rat/rate rip/ripe, rim/rime, tim/time, slid/slide, spit/spite, win/wine, dim/dime, hid/hide, not/note, rot/rote, hop/hope, tot/tote, mop/mope, cod/code, rob/robe	Closed	Silent-e	Neither	UFLI Resources lessons 66, 67, 68
Closed	Silent-e	Neither				

		us/use, tub/tube, cub/cube, plum/plume, mut/mute, cut/cute pet/Pete	
Assess & Review: Closed & Open Syllables			
Ending Spelling Patterns			
-tch /ch/ Grade 2 - Mastered	The grapheme TCH is another way to spell /ch/. The trigraph TCH only comes at the end of a word immediately after a short vowel sound. "Long spelling after short vowel"	Practice words: catch, match, hatch, patch, latch, batch, snatch, scratch Switch, itch, hitch, pitch snitch, ditch, stitch Dutch, clutch, hutch Botch, notch, blotch, splotch Heart words: woman, women	UFLI Resources lesson 69 Moon Dog Series Set #2, Book 8 Magic Belt Series Book 6, 9
-dge /j/ Grade 2 - Mastered	The grapheme DGE is another way to spell /j/. The trigraph DGE only comes at the end of a word immediately after a short vowel sound, "Long spelling after short vowel"	Practice words: badge, bridge, budge, dodge, edge, fridge, fudge, grudge, hedge, judge, ledge, lodge, nudge, pledge, ridge, sludge, smudge, trudge, wedge Heart word: move	UFLI Resources lessons 70, 71
Assess & Review: Endings -tch, -dge			
Long VCC: -ild -old -ind -olt -ost Grade 2 - Mastered	ILD spells /īld/ with a long vowel sound. OLD spells /ōld/ with a long vowel sound. OLT spells /ōlt/ with a long vowel sound. OST often spells /ōst/ with a long vowel sound.	Practice words: -ild: child, mild, wild -ind: bind, behind, blind, find, grind, kind, mind, rind, wind -old: bold, cold, fold, gold, hold, mold, old, scold, sold, told -olt: bolt, colt, holt, jolt, molt, revolt -ost: host, most, post High frequency words: cold, don't, find, hold, kind, old Heart word: both	UFLI Resources lesson 72
Assess & Review: Long VCC Endings -ild, -old, -ind, -olt, -ost			
y /ī/ Grade 2 - Mastered	Y can have a vowel sound. When the letter Y comes at the end of a one-syllable word, it spells /ī/.	Practice words: by, cry, dry, fly, fry, my, pry, sky, sly, spy, sty, try, why High frequency: fly, myself, try, why Heart words: four, fourth	UFLI Resources lesson 73
y /ē/ Grade 2 - Mastered	As a suffix (Nouns to form adjectives, verbs to form adjectives) Y can spell /ē/ at the end of long words with two or more syllables. These big words usually have double consonants in a closed syllable. Teach adding -y to nouns to form adjectives: hair-hairy. Teach adding -y to verbs to form adjectives: push-pushy. Teach drop the final e rule: spike-spiky, scare-scary. Teach double consonant rule: sun-sunny.	Practice words: angry, baby, body, buddy, bumpy, bunny, candy, chilly, copy, daddy, dusty, duty, fluffy, funny, handy, happy, hungry, jelly, kitty, lady, lucky, mommy, muddy, only, penny, pony, puppy, rocky, rusty, salty, silly, sixty, study, sunny, teddy, thirty, tiny, twenty, windy High frequency words: forty, funny, only	UFLI Resources lesson 74 Morphology Blocks from The Literacy Nest: p.21 Week-By-Week Phonics & Word Study - Activities for Intermediate Grades (Gr. 3-6) by Wiley Blevins Teaching Phonics & Word Study in the Intermediate Grades, 3rd Edition by Wiley Blevins
Consonant + LE			

Syllable Type #4 (Consonant + LE)			
consonant + le Grade 2 - Mastered	A final stable syllable is a type of syllable that comes at the end of a word and that stays the same. A common stable syllable is the consonant + le. The LE spells /l/.	Practice words: able, babble, cable, dribble, hobble, jumble, mumble, nibble, noble, pebble, rubble, table, tumble, candle, cuddle, hurdle, middle, puddle, riddle, saddle, angle, dangle, giggle, jingle, jungle, single, tangle, wiggle, ankle, buckle, chuckle, tackle, tickle, twinkle, ample, apple, dimple, maple, pimple, sample, simple, staple, baffle, snuffle, kettle, rattle, settle, title, dazzle, drizzle, frazzle, puzzle, sizzle, hassle High frequency word: little Heart word: people	UFLI Resources lessons 75, 76 Moon Dog Series Set #2, Book 8 Magic Belt Series Book 6, 9
Assess & Review: Endings y /ī/, y /ē/, -le			
R-Contolled Vowels Syllable Type #5 (R-controlled)			
ar /ar/ Grade 2 - Mastered	The r-controlled vowel AR usually represents the /ar/ sound. AR can come in the middle of words and sometimes at the end or at the beginning of words.	Practice words: One syllable: carp, art, tart, ark, barn, card, lark, yarn, barb, chart, charm, parch, scarf, march, shark, lard, mark, cart, darn, bark, dark, car, farm, hard, part, park, start Two syllables: artist, backyard, ballpark, barnyard, bookmark, carpet, depart, discard, farmland, garden, gargle, junkyard, marble, market, postcard *You can also explain compound words within this lesson High frequency words: far, start Heart word: pretty	UFLI Resources lesson 77 Island Adventure Series 1, Book 10 Rescue Series Set 1 Book 10
or, ore /or/ Grade 2 - Mastered	OR usually represents the /or/ sound. OR can come in the beginning, middle and at the end of words. When we hear /or/ at the end of words, it is usually spelled with an E.	Practice words: One syllable: or /or/: born, stork, form, porch, sort, torch, ford, worn, snort, horse, shorn, scorn, forth, for, port, corn, storm, sport ore /or/: bore, chore, core, more, pore, score, shore snore, sore, store Two syllables: boring, explore, forming, forty, glory, landlord, morning, northwest, platform, popcorn, report, shortcut, storming, stormy, transport High frequency word: before Heart word: nothing	UFLI Resources lessons 78, 79 Island Adventure Series 1, Book 8 Rescue Series Set 1 Book 8
Assess & Review R-Controlled Vowels: ar /ar/, or, ore /or/			
er /er/ Grade 2 - Mastered	ER is the most common spelling of the /er/ sound. ER can come in the middle or at the end of words.	Practice words: One syllable: clerk, fern, her, herd, merge, nerve, per, perch, perk, serve, stern, swerve, term, verb, verge, verse Two syllables: adverb, converge, diverge, ever, farmer, letter, mister, number, observe, over, preserve, reserve, sister, super, under, winter High frequency words: after, better, every, her, never, over, together, under Heart words: other, another	UFLI Resources lesson 80 Totem Series, Set 1 Book 9 Island Adventure Series 1, Book 4 Rescue Series Set 1 Book 4

ir, ur /er/ Grade 2 - Mastered	IR can also be used to spell the /er/ sound. IR can come in the middle or at the end of words. UR can also be used to spell the /er/ sound. UR can come at the beginning, middle and end of words.	Practice words: ir /er/: bird, birth, chirp, dirt, fir, firm, first, girl, quirk, shirt, sir, skirt, squirm, squirt, stir, swirl, third, thirst, twirl, whirl ur /er/: blur, burn, burst, church, churn, curb, curl, curse, fur, furl, hurt, nurse, purge, purse, spur, surf, turn, urge 2 syllables: burden, confirm, dirty, furnish, murmur, return, sturdy, suburb, surplus, swirling, thirsty, thirty, turnip, turtle High frequency words: hurt, first Heart words: mother, brother	UFLI Resources lesson 81 Island Adventure Series 1, Book 9 Rescue Series Set 1 Book 9
W + OR /er/ Grade 2 - Mastered	Usually OR spells /or/. Sometimes OR can spell /er/. OR spells /er/ in words that start with W. The OR sound can come in the middle of words after W.	Practice words: word, work, worm, world, worse, worth, worst High frequency word: work, father, water	UFLI Resources lessons 82, 83
Assess & Review R-Controlled Vowels: er /er/, ir, ur /er/, W + OR /er/			

Adapted from: Lane, H. B., Contesse, V., & Pollett, C. (2022). *UFLI foundations: An explicit and Systematic Phonics program*. Ventris Learning.

Grade 2 to Grade 3: Expanding - Extending

Sounds/Concept	Rule	Reading and writing Practice/high frequency/heart words	Decodable Texts & UFLI Lesson PPTs	Resources & Assessments
Review Diagraphs - Floss Rule Grade 3 - Mastered	See "Grade 2 to Grade 3: Emerging - Expanding" table	See "Grade 2 to Grade 3: Emerging - Expanding" table	See "Grade 2 to Grade 3: Emerging - Expanding" table	Assessments: Phonological Awareness Kilpatrick PAST Phonological Awareness Skills Screener (PASS) CC3 & LeNS CORE Phonics Survey Quick Phonics Screener Words Their Way Gallistel-Ellis Heggerty Assessments Phonics CVC Spelling Test Assessment for Blending Letter Identification Assessment Heggerty Letter Identification and Sounds Assessment CORE Phonics Survey Quick Phonics Screener Words Their Way Gallistel-Ellis CC3 & LeNS Orthography
Review Diagraphs qu /kw/ -all, -oll, -ull ck /K/ Grade 3 - Mastered	See "Grade 2 to Grade 3: Emerging - Expanding" table	See "Grade 2 to Grade 3: Emerging - Expanding" table	See "Grade 2 to Grade 3: Emerging - Expanding" table	
Long Vowel Teams Syllable Type #6 (Vowel team/diphthong)				
Long A Patterns ai, ay /ā/ Grade 2 - Instructional Grade 3 - Mastered	Vowel teams are two or more letters that work together to make one vowel sound. ai /ā/: The vowel team ai spells /ā/. AI usually comes in the middle of a word and sometimes comes at the beginning of a word. ay /ā/: The vowel team ay spells /ā/. AY always comes at the end of a syllable or word.	Practice words: Ai: aid, aim, bait, braid, brain, chain, claim, drain, fail, faint, faith, frail, grain, jail, laid, maid, mail, main, nail, paid, pail, pain, paint, plain, raid, rail, rain, raise, sail, snail, stain, strain, tail, train, vain, waist, wait. Ay: bay, clay, day, gray, hay, jay, lay, may, pay, play, pray, ray, say, spray, stay, stray, sway, tray, way 2 syllables: birthday, contain, daytime, decay, delay, detail, display, driveway, explain, Friday, hallway, mainland, maintain, obtain, painting, prevail, railway, remain, sailing, someday, subway, Sunday, Thursday, player, maybe, playing High frequency words: away, may, play say Heart words: today, very	UFLI Resources lesson 84 Totem Series, Set 1 Book 6 Rescue Series Set 1 Book 1 Island Adventure Series 1, Book 1	
Assess & Review: Long Vowel Teams ai, ay /ā/				
Long e Patterns ee, ea, ey /ē/ Grade 2 - Instructional Grade 3 - Mastered	EE and EA spell /ē/ at the beginning, middle, or end of a syllable or word. EY only spells /ē/ at the end of a multisyllabic word.	Practice words: ee: bee, beef, beep, beet, cheek, cheep, cheese, creep, deed, deep, deer, fee, feed, feel, feet, flee, free, greed, green, greet, heed, jeep, keep, meet, need, peek, reef ea: beach, bead, beak, beam, beat, bleach, bleak, cheap, cheat, clean, cream, deal, dream, each, eat, feast, flea, gleam, heal, heap, heat, jeans, lead, leaf, lean, leap, least, meal, mean, neat, peach, pea, plead, please, reach, read, real, scream, sea, seal, seam, seat, sneak, speak, steal, steam, tea, teach, weak, wheat ey: alley, chimney, donkey, honey, jersey, jockey, kidney, money, smiley, turkey, valley High frequency words: clean, eat, green, keep, please, read, sleep, three Heart words: above, among	UFLI Resources lesson 85 Totem Series, Set 1 7 Island Adventure Series 1, Book 2 Rescue Series Set 1 Book 2	
Assess & Review: Long Vowel Teams ee, ea, ey /ē/				

Long o Patterns oa, ow, oe /ō/ Grade 2 - Instructional Grade 3 - Mastered	OA spells /ō/ at the beginning or middle of a syllable or word. OW spells /ō/ at the end of a syllable or word and sometimes in the middle. OE spells /ō/ at the end of a syllable or word.	Practice words: oa: boast, boat, cloak, coach, coal, coast, coat, croak, float, foam, goal, goat, groan, load, loaf, loan, moan, oak, oat, poach, roach, road, roam roast, soak, soap, throat, toad, toast ow: blow, blown, blow, bowl, flow, flown, glow, grow, grown, low, mow, row, show, shown, slow, snow, sow, throw, tow oe: aloe, doe, foe, toe, woe 2 syllables: coastline, crossroad, floated, floating, flowing, growing, lifeboat, loaded, loading, oatmeal, pillow, railroad, rainbow, raincoat, roadside, rowboat, snowing, steamboat, throwing, window, yellow High frequency words: grow, own, show, yellow Heart words: again, against	UFLI Resources lessons 86, 88 Totem Series, Set 1 Book 8 Island Adventure Series 1, Book 3	LETRS Basic Spelling Screener (K-2) Resources: Alphabetic Principle & Phonological Awareness & Phonics UFLI Manual Wilson Foundations Remediation Plus Systems
Assess & Review: Long Vowel Teams oa, ow, oe /ō/				
Long u Patterns oo, ew, ui, ue /ū/ Grade 2 - Instructional Grade 3 - Mastered	OO spells /ū/ at the beginning, in the middle and at the end of words. The long /ū/ is the more common sound for the OO grapheme. EW spells /ū/ at the end of words. UI spells /ū/ in the middle of words. UE spells /ū/ at the end of words.	Practice words: oo: bloom, boo, boom, boot, broom, coo, cool, coop, doom, drool, droop, food, fool, gloom, groom, hoop, hoot, loom, loop, loot, moo, moon, moose ew: blew, brew, chew, crew, dew, drew, flew, grew, new, newt, screw, stew, threw ui: bruise, cruise, fruit, juice, suit ue: blue, clue, due, duel, glue, rue, sue, true 2 syllables: blueprint, brewing, chewed, chewing, grapefruit, newborn, renew, subdue, suitcase, Tuesday High frequency words: soon, too, blue, new Heart words: won, son, month	UFLI Resources lesson 90, 91 Totem Series, Set 1 Book 12 Island Adventure Series 1, Book 6 Rescue Series Set 1 Book 6	SRA Open Court Lexia Core 5 (MLL) Alphabet Arc Mats Alphabet Arc Activities Article: 3 Ways to Use Alphabet Arc for Sequencing Missing Letter Decks - Alphabet Letterland Action Videos
Assess & Review: Long Vowel Teams oo, ew, ui, ue /ū/				
oo, u /oo/ Grade 2 - Instructional Grade 3 - Mastered	The /oo/ sound for U is most common in short words that begin with B or P. oo /oo/: The sound /oo/ can be spelled with the vowel team OO. OO comes in the middle of words. u /oo/: The sound /oo/ can be spelled with U. U spells /oo/ in the middle of words.	Practice words: oo: book, brook, cook, foot, good, hood, hook, look, nook, rook, shook, stood, took, wood u: bull, bush, full, pull, push, put 2 syllables: booking, cooking, firewood, football, footprint, handbook, looking, notebook, textbook, wooden High frequency words: good, put Heart words: floor, poor, door	UFLI Resources lesson 89	Letterland Compilation Letter, Keyword, Sound visual Letterland Virtual World Sound wall
Assess & Review: Long Vowel Team oo, u /oo/				
Long i Patterns ie, igh /ī/ Grade 2 - Instructional Grade 3 - Mastered	ie /ī/: The vowel team IE can spell /ī/. IE comes at the end of words. igh /ī/: The vowel team IGH spells /ī/. IGH usually comes in the middle of a word and at the end of words.	Practice words: ie: die, lie, pie, tie igh: blight, bright, fight, flight, high, light, might, night, right, sigh, sight, slight, thigh, tight 2 syllables: daylight, delight, highway, insight, lighting, lightning, nightfall, nighttime, sighing, sighting, sunlight, tonight High frequency words: light, right Heart words: always, almost	UFLI Resources lesson 87, 88 Totem Series, Set 1 Book 11 Island Adventure Series 1, Book 7 Rescue Series Set 1 Book 7	Fluency & Vocabulary & Comprehension Wilson Foundations Remediation Plus Systems Lexia Core 5 (MLL) SRA Open Court
Assess & Review: Long Vowel Teams ie, igh /ī/				

Other Vowel Teams			
au, aw, augh /aw/ Grade 2 - Instructional Grade 3 - Mastered	au /aw/: AU comes in the middle of a word. aw /aw/: AW usually comes in the middle of a word. It can also come at the end of words and sometimes at the beginning of a word. augh /aw/: AUGH comes in the middle of a word.	Practice words: au /aw/: cause, fault, gauze, haul, haunt, launch, pause, sauce aw /aw/: bawl, claw, crawl, dawn, drawl, fawn, flaw, hawk, jaw, law, lawn, paw, pawn, raw, saw, slaw, spawn, sprawl, straw, thaw, yawn augh /aw/: caught, fraught, taught 2 syllables: August, causing, drawing, launching, pausing, rawhide, seesaw, withdraw, withdrawn High frequency words: draw, saw Heart words: hour, minute	UFLI Resources lesson 93
Assess & Review: Vowel Teams au, aw, augh /aw/			
ea /ě/ Grade 2 - Instructional Grade 3 - Mastered	EA spells /ě/ in some words.	Practice words: bread, breakfast, breath, dead, deaf, dealt, death, dread, feather, head, health, heavy, lead, leapt, ready, spread, steady High frequency word: read Heart word: Monday	UFLI Resources lesson 94
a /ǒ/ Grade 2 - Instructional Grade 3 - Mastered	A spells /ǒ/ in some words. This usually happens when A follows W.	Practice words: father, quad, squad, squash, squat, swallow, swamp, swan, swap, waddle, waffle, wallow, wand, wander, want, wash, watch, water High frequency word: wash Heart word: Wednesday	UFLI Resources lesson 94
Assess & Review: Vowel Teams ea /ě/, a /ǒ/			
Diphthongs			
oi, oy /oi/ Grade 3 - Mastered	A diphthong is a kind of vowel sound that glides, which means our mouths move a little bit as we make the sound. OI /oi/ usually comes in the middle and at the beginning of a word. OY /oi/ usually comes at the end of a word.	Practice words: Oi /oi/: join, boil, choice, coil, coin, foil, join, joint, moist, noise, oil, point, soil, spoil, toil, voice Oy /oi/: boy, boys, coy, joy, ploy, soy, toy, toys 2 syllables: boycott, boyhood, destroy, employ, enjoy, joining, oyster, pinpoint, pointed, pointer, pointing, toilet Heart word: February	UFLI Resources lesson 95 Totem Series, Set 1 Book 10 Island Adventure Series 1, Book 5 Rescue Series, Set 1 Book 5
ou, ow /ow/ Grade 3 - Mastered	ou /ow/ can come in the middle of a word. ow /ow/ can come in the middle and at the end of words. Sometimes OW comes at the beginning of a word.	Practice words: Ou /ow/: bounce, bound, cloud, couch, count, foul, found, ground, hound, house, loud, mount, mouse, noun, ouch, out, pouch, pound, proud, round, scout, shout, sound, south, spout, sprout, trout Ow /ow/: brow, brown, clown, cow, crowd, crown, down, drown, fowl, frown, gown, growl, how, now, howl, plow, pow, scowl, town, vow, wow 2 syllables: around, background, compound, cowboy, downhill, downtown, eyebrow, farmhouse, flower, household, lighthouse, outdoor, outside, playground, powder, pronoun, shouting, shower, somehow, southeast, southwest, tower, without High frequency words: around, brown, down, found, how, now, our, out, round Heart words: eye, heart	UFLI Resources lessons 96, 97
Assess & Review Diphthongs oi, oy /oi/ & ou, ow /ow/			

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Grammar

[The Syntax Project](#)

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Activities

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[Open and Closed Syllables - Gingerbread](#)

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Silent Letters			
kn /n/ Grade 3 - Mastered	In this grapheme, the K is silent. KN /n/ comes at the beginning of words.	Practice words: knack, knead, knee, kneel, knelt, knew, knife, knight, knit, knob, knoll, known, knuckle High frequency word: know Heart word: about	UFLI Resources lesson 98
wr /r/ Grade 3 - Mastered	In this grapheme, the W is silent. WR /r/ can only come at the beginning of words.	Practice words: wry, wring, wrinkle, wrist, writ, write, writhe, wrong, wrote, wrung High frequency word: write	
-mb /m/ Grade 3 - Mastered	In this grapheme, the B is silent. MB /m/ can only come at the end of words.	Practice words: bomb, comb, climb, crumb, jamb, lamb, limb, numb, thumb	
Assess & Review Silent Letters kn /n/, wr /r/, -mb /m/			
Suffixes			
Morphemes are word parts that change a word's meaning. A suffix is a morpheme we add to the end of a word.			
-s -es Grade 3 - Mastered	-s: When the suffix -S is added to words that end in silent E, the sound of the E may change. -es: The suffix -ES is added to words that end in CH, SH, S, X or Z. When we add -S and -ES to nouns, the noun changes from singular to plural. The suffixes -S and -ES can be added to verbs to change the verb tense (past, present, future). WE add -ES to verbs that end in CH, SH, S, X or Z.	Practice words: -s: apples, boys, days, desks, girls, houses, lamps, letters, markers, muffins, names, numbers, pages, parts, pillows, places, rocks, tables -es: benches, boxes, bunches, buses, bushes, churches, classes, dishes, dresses, sashes verbs + s: asks, calls, feels, finds, grows, hears, jumps, lives, looks, makes, meets, needs, offers, opens, pays, plays, reports, runs, screams, sells, sends, shows, sits, speaks, spends, starts verbs + es: matches, mixes, passes, pushes, reaches, relaxes, rushes Heart word: answer	UFLI Resources lesson 99 Morphology Blocks from The Literacy Nest: p.12 Week-By-Week Phonics & Word Study - Activities for Intermediate Grades (Gr. 3-6) by Wiley Blevins Teaching Phonics & Word Study in the Intermediate Grades, 3rd Edition by Wiley Blevins
Assess & Review Suffixes -s, -es			
-er /er/ -est /əst/ Grade 3 - Mastered	Adjectives describe nouns. They give us more information. We can add the suffixes -ER and -EST to adjectives when we are making comparisons. -er: The suffix -ER /er/ means "more then" -est: The suffix -EST /əst/ with the E making a schwa sound. -EST means the most. The suffix -ER can be used to change verbs into nouns.	Practice words: -er /er/: higher, longer, older, smaller, taller, newer -est /əst/: highest, longest, newest, oldest, smallest, tallest	UFLI Resources lesson 100 Morphology Blocks from The Literacy Nest: p.16 and 17
Assess & Review Suffixes - er /er/, -est /əst/			
-ly /lē/ Grade 3 - Mastered	Adverbs are words that describe actions or things that are happening. -LY is pronounced /lē/ with the Y making the long E sound. -LY means like or manner of. Words that end in -LY are usually adverbs.	Practice words: badly, boldly, bravely, calmly, costly, deeply, firmly, gladly, hardly, highly, instantly, lightly, loudly, lovely, quickly, sadly, safely, sharply, shortly, silently, slightly, slowly, swiftly, widely, wrongly Heart words: honest, honor	UFLI Resources lesson 101 Morphology Blocks from The Literacy Nest: p.15

Assess & Review Suffixes -ly /lĕ/			
-less -ful Grade 3 - Mastered	-less: The suffix -LESS is pronounced /ləs/ with E making a schwa sound. -LESS means without. -ful: The suffix -FUL is pronounced /fəl/ with the U making a schwa sound. -FUL means full of.	Practice words: -less: clueless, countless, endless, flawless, harmless, helpless, hopeless, meaningless, mindless, painless, powerless, speechless, spotless, thankless, toothless, useless -ful: cheerful, colorful, delightful, forceful, forgetful, graceful, grateful, harmful, helpful, meaningful, mindful, painful, powerful, skillful, thankful, useful, wasteful, wishful	UFLI Resources lesson 102 Morphology Blocks from The Literacy Nest: p.26, 27
Assess & Review Suffixes -less, -ful			
Suffix Spelling Changes			
Doubling Rule -ed, -ing Grade 3 - Mastered	-ED and -ING are both suffixes. We can add -ED and -ING to verbs to change their tense. When we add -ED and -ING to a word with one vowel and one final consonant, we need to double the final consonant before we add the ending. Remember, words with one vowel followed by a consonant are closed syllables, and closed syllables always make a short vowel sound.	Practice words: -ed: batted, bugged, clapped, clipped, dripped, dropped, filled, flipped, grabbed, hopped, hugged, nodded, planned, rubbed, shopped, skipped, slammed, slapped, slipped, spilled, starred, stirred, stopped, tapped, trimmed, tripped -ing: batting, bugging, clapping, dropping, fanning, happening, hugging, napping, planning, plotting, rubbing, running, shopping, sitting, skipping, slamming, slapping, slipping, starring, stirring, stopping, stunning, tapping, trimming, tripping, winning Heart word: busy	UFLI Resources lesson 107 Morphology Blocks from The Literacy Nest: p.13
Assess & Review Suffixes Doubling Rule -ed, -ing			
Doubling Rule -er, -est Grade 3 - Mastered	When adding -ER and -EST to words with one vowel and one final consonant, we need to double the final consonant before adding the ending. The suffix -ER and -EST help us make comparisons. -ER means more and -EST means the most.	Practice words: -er: bigger, fatter, flatter, glummer, hotter, madder, redder, sadder, slimmer, thinner, wetter -est: biggest, fattest, flattest, glummiest, hottest, maddest, reddest, saddest, slimmest, thinnest, wettest Heart words: build, built	UFLI Resources lesson 108
Assess & Review Suffixes Doubling Rule -er, -est			
Drop -e Rule Grade 3 - Mastered	If a word ends with a silent E, we drop or take away the E before we add the suffix.	Practice words: -er: braver, closer, cuter, larger, nicer, safer -est: bravest, closest, cutest, largest, nicest, safest -ed : baked, danced, faded, filed, hoped, joked, rinsed, skated, sliced, smiled, traded -ing: baking, dancing, fading, filing, hoping, joking, rinsing, skating, slicing, smiling, trading Heart word: sure	UFLI Resources lesson 109
Assess & Review Suffixes Drop -e Rule			
y to i Rule -y + -er, -est, -ed -y + -s, -es	Y to i: If a word ends in Y, we often change the Y to I before adding the suffixes -ER, -EST, or -ED.	Practice words: -y + ed: applied, babied, carried, copied, cried, denied, dried, fried, hurried, married, pried, replied, scurried, spied, studied, worried	UFLI Resources lesson 110

-y + -ing Grade 3 - Mastered	If the word ends in Y and we want to add the -S or -ES ending, we follow the same pattern change Y to I then add -ES. -y + ing: we do not change Y to I when adding -ING.	-y + es (verbs): applies, babies, carries, copies, cries, denies, dries, fries, hurries, marries, pries, replies, scurries, spies, studies, worries -y + es (plural): armies, babies, bellies, berries, bodies, buddies, bunnies, candies, cherries, fairies, jellies, ladies, mummies, parties, pennies, puppies -y + -er : angrier, bumpier, dizzier, dustier, fluffier, funnier, hairier, handier, happier, jollier, lazier, luckier, muddier, rustier, saltier, sillier, skinnier, sunnier, tinier -y + est : angriest, bumpiest, dizziest, dustiest, fluffiest, funniest, hairiest, handiest, happiest, jolliest, laziest, luckiest, muddiest, rustiest, saltiest, silliest, skinniest, sunniest, tiniest Heart word: laugh		
Assess & Review Suffixes y to i Rule				

Adapted from: Lane, H. B., Contesse, V., & Pollett, C. (2022). *UFLI foundations: An explicit and Systematic Phonics program*. Ventriss Learning.

Grade 3 to Grade 4: Extending

Sounds/Concept	Rule	Reading and writing Practice/high frequency/heart words	Decodable Texts & UFLI Lesson PPTs	Resources & Assessments
Review Long Vowel Teams Grade 3 - Mastered	See "Grade 2 to Grade 3: Expanding-Extending" table	See "Grade 2 to Grade 3: Expanding- Extending" table	See "Grade 2 to Grade 3: Expanding-Extending" table	Assessments: Phonological Awareness Kilpatrick PAST Phonological Awareness Skills Screener (PASS) CC3 & LeNS CORE Phonics Survey Quick Phonics Screener Words Their Way Gallistel-Ellis Heggerty Assessments
Review Diphthongs Grade 3 - Mastered	See "Grade 2 to Grade 3: Expanding-Extending" table	See "Grade 2 to Grade 3: Expanding- Extending" table	See "Grade 2 to Grade 3: Expanding-Extending" table	
Review Silent Letters Grade 3 - Mastered	See "Grade 2 to Grade 3: Expanding-Extending" table	See "Grade 2 to Grade 3: Expanding- Extending" table	See "Grade 2 to Grade 3: Expanding-Extending" table	
Review Suffixes Grade 3 - Mastered	See "Grade 2 to Grade 3: Expanding-Extending" table	See "Grade 2 to Grade 3: Expanding- Extending" table	See "Grade 2 to Grade 3: Expanding-Extending" table	
Review Suffix Spelling Changes Grade 3 - Mastered	See "Grade 2 to Grade 3: Expanding-Extending" table	See "Grade 2 to Grade 3: Expanding- Extending" table	See "Grade 2 to Grade 3: Expanding-Extending" table	
Affixes- Prefixes				
Morphemes are word parts that change a word's meaning. A prefix is a morpheme we add to the beginning of a word.				
un- Grade 3 - Instructional Grade 4 - Mastered	The prefix UN- is pronounced /ŭn/. UN- means not or opposite.	Practice words: unable, unbroken, unclean, uncover, undo, unfinished, unhappy, unkind, unlike, unlock, unlucky, unpack, unreal, untidy, untie, untrue, unwell, unwind Heart words: truth, truly	UFLI Resources lesson 103	Phonics CVC Spelling Test Assessment for Blending Letter Identification Assessment Heggerty Letter Identification and Sounds Assessment CORE Phonics Survey Quick Phonics Screener
pre-, re- Grade 3 - Instructional Grade 4 - Mastered	The letters PRE and RE only form prefixes when they come at the beginning of a word and change the meaning of the word. PRE-: The prefix PRE- is pronounced /prē/ with a long E. PRE- means before. RE-: The prefix RE- is pronounced /rē/ with a long E. RE-means again or back.	Practice words: pre-: precook, predate, predawn, preheat, premade, prepaid, prepay, preplan, preprint, presale, preset, preteen, preview, prewash re-: redo, refill, rejoin, relive, remix, remove, rename, repaint, repay, replay, reread, rerun, resell, reshape, retell, retie, return, rewind	UFLI Resources lesson 104	
dis- Grade 3 - Instructional Grade 4 - Mastered	The prefix DIS- is pronounced /dīs/ with a short I sound. DIS- means not or apart.	Practice words: disadvantage, disagree, disappoint, discomfort, disconnect, discount discredit, disgrace, dishonest, disinfect, dislike, dislocate, dislodge, disloyal, disorder, disown, displease, disqualify, disrespect, distaste	UFLI Resources lessons 105, 106	
Assess & Review Prefixes un-, pre-, re-, dis-				
Additional Affixes				
Morphemes are word parts that change a word's meaning. Prefixes and suffixes are morphemes we add to the beginning and end of a word.				
-sion, -tion Grade 3 - Instructional Grade 4 - Mastered	-SION and -TION are final stable syllables. -sion: -SION can be pronounced two ways. When -SION follows a vowel, it is usually pronounced /zhən/ like vision. When -SION	Practice words: -sion: collision, confusion, conversion, decision, dimension, diversion, division, erosion, exclusion, explosion, extension, illusion, inclusion, invasion, mission, obsession, occasion, passion, permission, provision, revision, session, submission, television, vision, version	UFLI Resources lesson 119	Gallistel-Ellis CC3 & LeNS Orthography

	follows a consonant letter, it is usually pronounced /shən/ like passion. -tion: -TION can be pronounced /shən/ and is sometimes pronounced /chən/ with TI making the /ch/ sound like question.	-tion: action, addition, audition, caution, correction, digestion, equation, eruption, fiction, fraction, friction, imagination, introduction, intuition, location, lotion, motion, nation, operation, option, portion, position, question, reaction, rotation, section, solution, station, subtraction, suggestion, vacation Heart words: enough, tough, rough		LETRS Basic Spelling Screener (K-2) Resources: Alphabetic Principle & Phonological Awareness & Phonics UFLI Manual Wilson Foundations Remediation Plus Systems
-ture Grade 3 - Instructional Grade 4 - Mastered	TURE is a final stable syllable. TURE is pronounced /cher/ with the T making the /ch/ sound.	Practice words: adventure, agriculture, capture, creature, culture, feature, fixture, fracture, furniture, future, juncture, literature, mixture, moisture, nature, pasture, picture, posture, puncture, rapture, rupture, sculpture, signature, stature, temperature, texture, venture, vulture	UFLI Resources lesson 120	
Assess & Review Suffixes -sion, -tion, -ture				
verb + -er, -or, -ist = noun Grade 3 - Instructional Grade 4 - Mastered	-er: When we add the suffix -ER to verbs, it makes the verb become a noun meaning one that does. Teach is a verb, adding -ER makes teacher. A teacher is a person who teaches. -or, -ist: -OR and -IST are also used to make verbs into nouns. -OR is pronounced /er/. It means "the one who" does the verb; ex.) visitor, editor -IST is pronounced /ɪst/. -ist is a comparative suffix meaning "a person who"; ex.) artist, tourist	Practice words: -er: baker, binder, catcher, developer, divider, drummer, dryer, farmer, fighter, fryer, gardener, heater, helper, keeper, leader, painter, player, printer, reader, stapler, teacher, trainer, voter, watcher -or: auditor, calculator, collector, conductor, contractor, creator, director, editor, educator, generator, governor, inspector, instructor, inventor, investigator, projector, reflector, refrigerator, sailor, sculptor, tractor, translator, ventilator, visitor -ist: allergist, artist, balloonist, biologist, cartoonist, chemist, dentist, finalist, guitarist, meteorologist, novelist, orthodontist, pianist, scientist, tourist, vocalist	UFLI Resources lesson 121	SRA Open Court Lexia Core 5 (MLL) Alphabet Arc Mats Alphabet Arc Activities Article: 3 Ways to Use Alphabet Arc for Sequencing Missing Letter Decks - Alphabet
Assess & Review Suffixes: verb + -er, -or, -ist = noun				
-ish Grade 3 - Instructional Grade 4 - Mastered	The suffix -ISH means somewhat like or likely to. The -ISH morpheme taught in this lesson does not apply to verbs.	Practice words: bluish, boyish, brownish, childish, darkish, foolish, girlish, grayish, greenish, hottish, newish, oldish, pinkish, reddish, sluggish, sweetish	UFLI Resources lesson 122	Letterland Action Videos Letterland Compilation Letter, Keyword, Sound visual
-y Grade 3 - Instructional Grade 4 - Mastered	The suffix -Y means full of or described as. When we use -Y as a suffix, it makes the long ē sound. -Y is usually added to nouns to make them adjectives.	Practice words: breezy, bumpy, chilly, classy, cloudy, curly, dusty, fizzy, grouchy, grumpy, healthy, icy, itchy, juicy, lucky, lumpy, messy, muddy, muggy, rainy, rocky, runny, sandy, shiny, speedy, spooky, sticky, stormy, sunny, sweaty, whiny, windy	UFLI Resources lesson 123 Morphology Blocks from The Literacy Nest: p.21	Letterland Virtual World Sound wall Fluency & Vocabulary & Comprehension
-ness Grade 3 - Instructional Grade 4 - Mastered	-NESS is usually pronounced /nəss/ with the E making a schwa sound. -NESS means state of or the way something is. -NESS is usually added to adjectives to make them nouns.	Practice words: awfulness, awkwardness, bitterness, boldness, brightness, bumpiness, calmness, coldness, cuteness, darkness, greediness, grumpiness, happiness, kindness, laziness, lightness, loneliness, loudness, messiness, preparedness, quickness, redness, resourcefulness, responsiveness, rudeness, sadness, sickness, silliness, slowness, sweetness Words ending with Y = follow the y to i rule.	UFLI Resources lesson 124 Morphology Blocks from The Literacy Nest: p.22	Wilson Foundations Remediation Plus Systems Lexia Core 5 (MLL)
Assess & Review Suffixes -ish, -y, -ness				

-ment Grade 3 - Instructional Grade 4 - Mastered	-MENT is usually pronounced /mənt/ with the E making a schwa sound. -MENT means the result, state or act of. -MENT is usually added to verbs to make them nouns.	Practice words: accomplishment, adjustment, advertisement, agreement, amazement, arrangement, assessment, assignment, astonishment, attachment, commitment, development, disagreement, disappointment, discouragement, embarrassment, employment, encouragement, entertainment, establishment, government, investment, judgement, management, measurement, pavement, resentment, retirement, treatment, understatement	UFLI Resources lesson 125 Morphology Blocks from The Literacy Nest: p.23	SRA Open Court UFLI Manual Printing Little hands, little pencils - video to help teachers: Pinch and Flip Sky, Grass, Dirt Template Sound boxes Reading Decodable Readers K-2 by Learning at the Primary Pond S.P.I.R.E. Electronic Files
-able, -ible Grade 3 - Instructional Grade 4 - Mastered	The suffixes -ABLE and -IBLE are both pronounced /əble/ with the A or I making a schwa sound. -ABLE and -IBLE mean able or can do.	Practice words: -able: bendable, breakable, comfortable, controllable, dependable, disposable, fixable, impressionable, lovable, questionable, recognizable, recyclable, teachable, unbreakable, uncomfortable, uncontrollable, understandable, unquestionable, unrecognizable, washable, workable -ible: accessible, collapsible, collectible, convertible, digestible, distractible, flexible, indestructible, reversible When adding -ABLE or -IBLE to a word that ends with a silent E, we drop the E before adding the suffix.	UFLI Resources lesson 126 Morphology Blocks from The Literacy Nest: p.24, 25	Short Vowel CVC Flip Book
Assess & Review Suffixes -ment, -able, -ible				
uni-, bi-, tri- Grade 3 - Instructional Grade 4 - Mastered	uni-: UNI- means one. The U in UNI- makes the long /yū/ sound and the I makes the schwa sound /ə/ like uniform. bi-: BI- means two. The I in BI- makes the long /i/ sound, as in bisect. tri: TRI- means three. The I in TRI- usually makes the long /i/ sound, as in triangle but sometimes makes the short [ɪ] sound, as in triple.	Practice words: uni-: unicorn, unicycle, uniform, unify, universal, universe bi-: biannual, bicentennial, bicycle, bilingual, bimonthly, binary, bisect, biweekly tri-: triangle, triangular, triangulate, triathlon, tricolor, tricycle, trifecta, trigraph, trilogy, trio, triple, triplet	UFLI Resources lessons 127, 128	Grammar The Syntax Project The Morphology Project Activities Roll and Read Short Vowels
Assess & Review Prefixes uni-, bi-, tri-				
Low Frequency Spellings				
-ar, -or /er/ Grade 4 - Mastered	-ar /er/: AR usually spells /ar/, but AR can also spell /er/. AR spells /er/ at the end of two syllable words or can be found in other big words. -or /er/: OR usually spells /or/, but OR can also spell /er/ after W. OR also spells /er/ at the end of two syllable words.	Practice words: -ar /er/: beggar, burglar, cellar, collar, dollar, liar, lizard, nectar, polar, solar, standard, wizard -or /er/: actor, author, color, doctor, factor, flavor, harbor, horror, major, mirror, motor, rumor, sailor, sensor, tailor, tractor, tumor, tutor, vendor Heart word: whom	UFLI Resources lesson 111	Roll and Read Consonant Blends Roll and Read Consonant Diagrams Roll and Read CVCe Word Mapping Open and Closed Syllables - Gingerbread
Assess & Review Spellings -ar, -or /er/				
air, are, ear /air/ Grade 4 - Mastered	/air/ can be spelled three different ways: AIR, ARE, EAR The sound /air/ is pronounced with a /ā/ long A sound and moves to the /r/ sound.	Practice words: air /air/: air, airplane, airway, airy, chair, éclair, fair, flair, hair, lair, pair, stair, unfair	UFLI Resources lesson 112	Open and Closed Syllables PPT

		are /air/: bare, dare, fare, flare, glare, hare, share, silverware, stare ear /air/: bear, pear, swear, wear Heart word: whose	
ear /ear/ Grade 4 - Mastered	The most common sound for EAR is /ear/. EAR usually comes at the end of a word.	Practice words: ear /ear/: appear, beard, clear, clearly, disappear, dreary, ear, earplug, earring, fear, fearful, fearless, gear, hear, near, nearly, overhear, reappear, sear, searing, smear, spear, tear, teardrop, weary, year, yearbook, yearly Heart word: toward	UFLI Resources lesson 113
Assess & Review Spellings air, are, ear /air/ & ear /ear/			
Alternate Long A /ā/ (ei, ey, eigh, aigh, ea) Grade 4 - Mastered	EI can spell /ā/. EI only comes in the middle of a word. EY can spell /ā/. EY only comes at the end of a word. EIGH can spell /ā/. EIGH can come in the middle of a word. AIGH can spell /ā/. AIGH only comes in the middle of a word. EA can spell /ā/. EA as /ā/ only comes in the middle of a word.	Practice words: ei /ā/: beige, rein, reindeer, unveil, veil, vein ey /ā/: convey, grey, hey, obey, prey, survey, they, whey eigh /ā/: eight, eighty, eighteen, freight, neighbor, sleigh, weigh, weight aigh /ā/: straight, straightaway, straighten, straightener, straightening, straighter, straightest, straightlaced ea /ā/: break, breaking, daybreak, great, greatest, steak High frequency word: eight Heart word: through	UFLI Resources lesson 114
Assess & Review Spellings ei, ey, eigh, aigh, ea /ā/			
Alternate Long U ew, eu, ue /yū/ ou /ū/ Grade 4 - Mastered	EW spells /yū/ at the end of a word. EU spells /yū/ at the beginning of a word. UE spells /yū/ at the end of a word. OU spells /ū/ sometimes like in the words soup and group.	Practice words: ew /yū/: askew, curfew, ewe, few, nephew, pew, pewter, phew, skew, spew eu /yū/: eucalyptus, eulogy, euphemism, euphoris, euphoric, feud ue /yū/: argue, barbecue, continue, cue, hue, queue, rescue, value, venue ou //ū/: group, soup Heart words: learn, earth, early	UFLI Resources lesson 115
Assess & Review Spellings ew, eu, ue /yū/ & ou /ū/			
ough /aw/, /ō/ Grade 4 - Mastered	Ough /aw/: OUGH can spell /aw/. When OUGH spells /aw/ it is usually followed by T. Ough /ō/: OUGH can spell /ō/. OUGH usually spells /ō/ at the end of a word.	Practice words: Ough /aw/: bought, brought, fought, ought, sought, thought, thoughtful, wrought Ough /ō/: although, borough, dough, doughnut, sourdough, thorough, though Heart words: buy, guy	UFLI Resources lesson 116
Assess & Review Spelling ough /aw/, /ō/			
Signal Vowels (c /s/, g /j/) Grade 4 - Mastered	When followed by E, I and Y, C spells /s/ and G spells /j/ E, I and Y are called "signal vowels". They tell us that something will be different in a word.	Practice words: c /s/: acid cell cellar, census, cent, center, cinnamon, circle, circus, city, civil, cycle, emergency, excel, except, excite, fancy, icicle, lacy, pencil, percent, policy, practice, princess, process, rancid, recite, sentence, specific, spicy, stencil	UFLI Resources lesson 117

	c /s/: When <i>C</i> is followed by A, O, or U it makes the /k/ sound. When <i>C</i> is followed by E, I, or Y it makes the /s/ sound. g /j/: When <i>G</i> is followed by A, O, or U it makes the /g/ sound. When <i>G</i> is followed by E, I, or Y it makes the /j/ sound.	g /j/: agent, allergic, apologize, college, danger, digital, eligible, emergency, energy, engage, engine, fragile, gem, general, gentle, germ, giant, ginger, giraffe, gist, gym, imagine, ingest, legible, logic, magic, manage, orange, origin, oxygen, stingy strategy, surgery, tragic, trilogy, urgent Heart words: guess, guest, guide	
Assess & Review Signal Vowels c /s/, g /j/			
ch /sh/ & /k/ Grade 4 - Mastered	ch /sh/: CH can sometimes spell /sh/ as in chute. ch /k/: CH can sometimes spell /k/ as in chord.	Practice words: ch /sh/: brochure, cache, chalet, chandelier, chaperone, charade, chauffeur, chef, chevron, chic, Chicago, chiffon, chut, cliché, crochet, machine, mustache, niche, parachute, quiche ch /k/ : ache, anchor, archaic, arch, architect, archive, chamomile, chaos, character, charisma, chemical, chemistry, chlorine, chlorophyll, choir, choral, chrome, chronic, conch, echo, mechanic, orchestra, orchid, schema, scholar, technique, technology Heart word: touch	UFLI Resources lesson 118
gn /n/ gh /g/ Grade 4 - Mastered	GN spells /n/ at the beginning of a word. GH spells /g/ at the beginning of a word.	Practice words: gn /n/: gnarl, gnash, gnat, gnaw, gnocchi, gnome gh /g/: ghastly, ghee, ghost, ghoul Heart word: young	
silent t Grade 4 - Mastered	T is sometimes silent in the middle of a two-syllable word with the letter patterns STEN and STLE.	Practice words: bustle, castle, fasten, glisten, hasten, listen, moisten, rustle, thistle, whistle, wrestle	
Assess & Review Spelling ch /sh/ & /k/, Silent T			

Adapted from: Lane, H. B., Contesse, V., & Pollett, C. (2022). *UFLI foundations: An explicit and Systematic Phonics program*. Ventris Learning.

Grade 4 - Prefixes and Suffixes

Prefixes				
Skill	Rule/Definition	Practice Words	Reading Passages	Resources
Prefixes				"What is Morphology?" video "What is an Affix" - video Morphology Blocks (Activities) Bundle Morphology Sentences Bundle
mis- Grade 4 - mastered	wrongly	mislead, misbehave	Reading Passage from Jennifer Findley Morphology Passages from The Literacy Nest p.58	Morpheme Magic p 72-73 Word Connections Lesson 11 Morpheme Blocks from The Literacy Nest p. 58
non- Grade 4 - mastered	not	nonliving, nonfiction, nondairy	Reading Passage from Jennifer Findley	Morpheme Magic .66-67 Word Connections Lesson 5, 7 Morpheme Blocks from The Literacy Nest p. 54
in- Grade 4 - mastered	(focusing on the "not" meaning)	inside, implant	Reading Passage from Jennifer Findley Morphology Passages from The Literacy Nest.p 56	Morpheme Magic P.68-69 Morpheme Blocks from The Literacy Nest p. 56 Morphology Sentences Bundle: p. 58
mid- Grade 4 - mastered	middle	midday, midway	Reading Passage from Jennifer Findley Morphology Passages from The Literacy Nest.p 66	Morpheme Magic P 88-89 Morpheme Blocks from The Literacy Nest p. 66 Morphology Sentences Bundle: p. 66
over- Grade 4 - mastered	over, too much	overflow, outgrow	Reading Passage from Jennifer Findley Morphology Passages from The Literacy Nest.p. 57	Morpheme Magic P 70-71 Morpheme Blocks from The Literacy Nest p. 57 Morphology Sentences Bundle: p. 57
under- Grade 4 - mastered	under, too little	underwhelmed, underestimate	Reading Passage from Jennifer Findley	
Suffixes				
Skill	Rule/Definition	Practice Words	Reading Passages	Resources
-ous Grade 4 - mastered	Having qualities of full of Teach add -ous to nouns to make adjectives: danger-dangerous, mountain-mountainous. Teach drop the e rule; fame-famous. Teach change the y to l rule: vary-various. Teach add -ours to a word that ends with 'our', 'our' becomes 'or', then add -ous: humour-humorous.	Nouns to form adjectives: poisonous, dangerous, various	Reading Passage from Jennifer Findley	Morphology Activities Bundle Word Connections Lesson 14 Morpheme Blocks from The Literacy Nest p. 29 Morphology Sentences Bundle: p. 29
-en Grade 4 - mastered	To become or cause to be, made of Teach adding -en to nouns to form adjectives: ash-ashen, wood-wooden.	Nouns to form adjectives, adjectives to form verb: golden, wooden, brighten, darken.	Reading Passage from Jennifer Findley	Word Connections Lesson 17, 19 Morpheme Blocks from The Literacy Nest p.36

Reporting Periods Correlation Chart for Phonics Skills Acquisition

These tables are meant to guide instruction throughout the year and complement the contents of the report card. The skills outlined in the tables are not explicitly referenced in the provincial curriculum, however, they can be part of the evidence used to inform progress and reporting. The skills need to be explicitly and systematically taught.

Grade 2 November • Short vowels • Initial Blends • Final blends • S [s] = plural • S = [z] at the end of words • Diagraphs: ck, sh, ch • Heart words: I, am, is, the, and, a, has, his, are	Grade 2 March • Diagraphs th, wh, ph, ng, n (nk) • VC_e • _ce /s/ • _ge /j/ • Ending spelling patterns: -s, -es, -ed, -ing • Closed/open syllables • Heart words: said, do, as, off, with, what, want, you	Grade 2 June • Ending spelling patterns: -tch, -dge, -ild, -old, -ind, -olt, -ost • Endings y /ī/, y /ē/, consonant-le • R-controlled vowels • Formation of Uppercase and Lowercase Letters • Heart words: into, from, to, do, was, of, have, they, one, your, what, here
Grade 3 November • Diagraphs - floss rule • Diagraphs: qu /kw/, -all, -oll, -ull • Vowel Teams ai, ay /ā/, ee, ea, ey /ē/, oa, ow, oe /ō/, oo, ew, ui, ue /ū/, oo, u /oo/, ie, igh /ī/ • Heart words: your, goes, says, their, thinks, were want, talk, walk, when, my, could, would, should, there, where, who, once, does, two, many, any, been, into, woman, women, move, both, four, fourth	Grade 3 March • Other Vowel Teams au, aw, augh /aw/, ea /ě/, a /ǒ/ • Diphthongs: oi, oy /oi/ & ou, ow /ow/ • Silent Letters: kn /n/, wr /r/, -mb /m/ • Heart words: people, pretty, nothing, other, another, mother, brother, today, very, above, among, again, against, won, son, month, floor, poor, door, always, almost	Grade 3 June • Suffixes -s, -es, - er /er/, -est /əst/, -ly /lē/, -less, -full • Suffixes spelling changes: Doubling Rule -ed, -ing, -er, -est, Drop -e Rule, Y to I Rule • Heart words: hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, busy, build, built, sure, laugh, truth, truly, enough, tough, rough, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, touch, young
Grade 4 November • -ar, -or /er/ • air, are, ear /air/ • ear /ear/ • Prefixes: un, pre, re, dis, uni-, bi-, tri- • Suffixes: -sion, -tion, -ture • Heart words: your, goes, says, their, thinks, were want, talk, walk, when, my, could, would, should, there, where, who, once, does, two, many, any, been, into, woman, women, move, both, four, fourth	Grade 4 March • alternate long A /ā/: ei, ey, eigh, aigh, ea • alternate Long U : ew, eu, ue /yū/ ou /ū/ • ough /aw/, /ō/ • signal Vowels (c /s/, g /j/) • -ish, -y, ness, -ment, -able, -ible • Heart words: people, pretty, nothing, other, another, mother, brother, today, very, above, among, again, against, won, son, month, floor, poor, door, always, almost	Grade 4 June • ch /sh/ & /k/, gn /n/, gh /g/ • silent t • verb + -er/ -or/ -ist = noun, • Prefixes and suffixes: mis-, non-_in-_mid-, over-, under-, -ous, -y, -en • Heart words: hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, busy, build, built, sure, laugh, truth, truly, enough, tough, rough, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, touch, young

LRSD The Science of Reading and Structured Literacy Course

The course features five Modules (see below for the 5 modules) and each module includes:

- Videos: Each module has 3 videos including an "Introduction", followed by "What to Teach" and "How to Teach".
- PowerPoint Presentations: The information in the PowerPoint presentation is "the visual" (what you see) in each video. (You can "cut and paste" information from the PowerPoint, but not the videos!)
- Video Transcripts: The video transcripts share the narration that is shared in the videos (overlying the visual of the PowerPoints). Please note that there is one transcript document per module, that includes the text for all the videos in that module.

These resources can also be accessed in the LRSD Literacy Project folder on the LRSD portal in the "Teaching and Learning" portion of the LRSD website.

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Module 1: The Science of Reading

Module 2: Oral Language, Phoneme Awareness & Phonics (encoding and decoding)

Module 3: Vocabulary

Module 4: Comprehension & Fluency

Module 5: Read Alouds & Written Responses to Reading

If you have any questions regarding this course, please contact:

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