



Emergent Reader Series Phonics Scope and Sequence

This chart illustrates the systematic, cumulative progression of foundational phonics skills introduced in the Emergent Reader Series. These important skills become the foundation of decodability for all future titles in the *Books to Remember* Series.

Emergent Reader Series Grades K–1 or Intervention

	Book #	Target Letter-Sound Correspondence	Book Title
VC, CVC Words	1	Consonant /s/ sound spelled s ¹ Consonant /m/ sound spelled m ¹ Short /a/ sound spelled a	<i>I Am Sam</i>
	2	Consonant /k/ sound spelled c	<i>Cam and Sam</i>
	3	Consonant /n/ sound spelled n ¹	<i>Ann Can</i>
	4	Consonant /k/ sound spelled k, ck	<i>C and K</i>
	5	Consonant /t/ sound spelled t ¹	<i>Can You See 3?</i>
	6	Consonant /p/ sound spelled p	<i>Pam Likes to Nap</i>
	7	Short /o/ sound spelled o	<i>Can I See Tom?</i>
CCVCC Words (Blends)	8	Consonant /g/ sound spelled g ¹	<i>We Can't Stop!</i>
	9	Consonant /d/ sound spelled d ¹	<i>Dot and Dan</i>
	10	Short /i/ sound spelled i	<i>Dot Likes to Dig</i>
	11	Consonant /r/ sound spelled r	<i>To the Top</i>
	12	Consonant /l/ sound spelled l ¹	<i>On a Log</i>
	13	Consonant /h/ sound spelled h	<i>Hal Likes Hats</i>
	14	Consonant /f/ sound spelled f ¹	<i>Fran Can Flip</i>
Compound Words	15	Short /e/ sound spelled e	<i>Ted Can Do Tricks</i>
	16	Short /u/ sound spelled u	<i>My Wagon Is Red</i>
	17	Consonant /b/ sound spelled b	<i>The Sunset Pond (Companion²)</i>
	18	Consonant /j/ sound spelled j	<i>Jen's Best Gift Ever (Companion²)</i>
	19	Consonant /kw/ sound spelled qu	<i>We Can Get Fit</i>
	20	Digraph /th/ sound spelled th	<i>THIS and THAT (Companion²)</i>
	21	Consonant /y/ sound spelled y	<i>Scamp Gets a Bath</i>
Multisyllabic Words	22	Schwa /ə/ sound spelled a	<i>It Is Halloween! (Companion²)</i>
	23	Consonant /ks/ sound spelled x	<i>Fred and Max in the Sandbox</i>
	24	Consonant /w/ sound spelled w	<i>Will Is Up at Bat (Companion²)</i>
	25	Consonant /z/ sound spelled z ¹	<i>I Like Soccer</i>
	26	Letter-sound review	<i>I Can Mix Colors</i>
	27	Consonant /v/ sound spelled v	<i>Vivid (Companion²)</i>
	28	Long /ē/ sound spelled ee	<i>Meg and Jim's Sled Trip (Companion²)</i>
Words with Endings	29	Digraph /ng/ sound spelled ng	<i>A Cricket Sings</i>
	30	/ng/ sound spelled n[k]	<i>Stink Bug</i>
	31	r -Controlled /ûr/ sound spelled er	<i>Grandma Dot (Companion²)</i>
	32	Variant vowel /aw/ sound spelled a[l, ll]	<i>Fun in Winter, Spring, Summer, Fall</i>
	33	/d/ or /t/ sound for inflectional ending -ed	<i>Just a Box (Companion²)</i>
	34	Long /ē/ sound spelled y	<i>Am I Lucky?</i>
	35	Consonant /l/ sound spelled le	<i>Hints of Fall</i>
	36	Foundational Skills Consolidation	<i>I Like Spectrums</i>
	37	Foundational Skills Consolidation	<i>I Sang a Song to Spring</i>
	38	Foundational Skills Consolidation	<i>Balls</i>
	39	Foundational Skills Consolidation	<i>Insects</i>
	40	Foundational Skills Consolidation	<i>Dogs</i>
	41	Digraph /hw/ sound spelled wh	<i>I Can Plant a Seed</i>

¹Introduction of a single consonant assumes the skill of doubling that consonant.

²Emergent Reader Companion books are designed to pair with Decodable Literature Library Reading Series One books. Companion books build background knowledge and decoding skills and prepare for fluent reading experiences in more advanced texts.



Decodable Literature Library Phonics Scope and Sequence

The Decodable Literature Library scope and sequence begins with a consolidation of foundational skills and progresses into intermediate to advanced phonics skills.

Reading Series One books are decodable with the skills introduced in the Emergent Reader Series.

Reading Series Two books are decodable with foundational skills plus the target letter-sound correspondence introduced in each book.

Single Long Vowels & Patterns are considered floating skills within Reading Series Two in our sequence. They can be introduced at any time after the Long Vowels with Silent e level (light orange) or in Reading Series Three.

Reading Series Three books are decodable with all foundational and intermediate skills, plus the target letter-sound correspondence introduced in each book.

Reading Series One Grade 1 or Intervention

Foundational Skills Consolidation	Target Letter-Sound Correspondence	Book Title
	Review schwa /ə/ sound	"Gull Talk" Poem
	Review digraph /ng/ sound spelled n[k]	"Junk?" Poem
	Foundational skills consolidation: Single consonants and short vowels; ff, gg, ll, nn, ss, tt, zz, /k/ ck; /ng/ ng, n[k], /th/ th, /hw/ wh, a, e, i, o, u; /ē/ ee, y, /ûr/ er; /aw/ a(l, ll); /l/ le; /d/ or /t/ -ed	<i>The Sunset Pond</i> ²
		<i>Jen's Best Gift Ever</i> ²
		<i>It Is Halloween</i> ²
		<i>Meg and Jim's Sled Trip</i> ²
		<i>Just a Box</i> ²
		<i>My Vivid Town</i> ²
		<i>Great Grandma Dot</i> ²
		<i>Will Is Up at Bat</i> ²

Reading Series Two Grades 1–2 or Intervention

Consonant Digraphs	Target Letter-Sound Correspondence	Book Title
	Review digraph /ng/ sound spelled ng	<i>The King of Spring</i>
	Review digraph /th/ sound spelled th	<i>The Twins THIS and THAT</i>
	Review digraph /hw/ sound spelled wh	
	Digraph /ch/ sound spelled ch, tch	<i>Mr. Sanchez and the Kickball Champ</i>
	Digraph /sh/ sound spelled sh	<i>Frank the Fish Gets His Wish</i>
	Digraph /f/ sound spelled ph	"Phil Can Read!" Poem
	Consonant digraph consolidation: /th/ th ; /ch/ ch, tch ; /sh/ sh ; /ng/ ng, n[k] ; /f/ ph ; /hw/ wh	<i>Interesting Elephants</i>

Long Vowels with Silent e	Target Letter-Sound Correspondence	Book Title
	Long /ā/ sound spelled a_e	<i>The Case of Jake's Escape</i>
	Long /ī/ sound spelled i_e	<i>My Summertime Camping Trip</i>
	Long /ō/ sound spelled o_e	<i>Mister Mole's Stove</i>
	Long /ē/ sound spelled e_e	<i>Summer Fun at Duke Park</i>
	Long /ū/ and long /ōō/ sounds spelled u_e	
	Long vowel with silent e consolidation: /ā/ a_e ; /ē/ e_e ; /ī/ i_e ; /ō/ o_e ; /ū/ and /ōō/ u_e	<i>Amazing Snakes!</i>

Single Long Vowels & Patterns & Soft c and g	Target Letter-Sound Correspondence	Book Title
	Long /ā/ sound spelled a	<i>Luna Moth</i>
	Long /ē/ sound spelled e	
	Long /ī/ sound spelled i	
	Long /ō/ sound spelled o	
	Long /ū/ and long /ōō/ sounds spelled u	
	Long /ī/ sound spelled igh	"Good Bats!" Poem
	Single long vowels and patterns consolidation: /ā/ a ; /ē/ e ; /ī/ i , igh & patterns ild, ind ; /ō/ o & patterns old, ost ; /ū/ and /ōō/ u	<i>Queen Bee Needs to Be Free</i>
	Consonant /j/ sound spelled g, dge	<i>Dog Agility</i>
	Consonant /s/ sound spelled c	

r-Controlled Vowels	Target Letter-Sound Correspondence	Book Title
	r -Controlled /ar/ sound spelled ar	<i>Marvin's Trip to Mars</i>
	r -Controlled /or/ sound spelled or	<i>A Sled Dog Morning</i>
	r -Controlled /ûr/ sound spelled ir, ur	<i>Fir Tree Circus</i>
	r -Controlled vowel consolidation: /ûr/ or , [w]or, ear, er, ir, ur ; /or/ or	<i>Pearl Learns a Lesson</i>

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Decodable Literature Library Phonics Scope and Sequence, *Continued*

The Decodable Literature Library scope and sequence begins with a consolidation of foundational skills and progresses into intermediate to advanced phonics skills.

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Reading Series Two books are decodable with foundational skills plus the target letter-sound correspondence introduced in each book.

Single Long Vowels & Patterns are considered floating skills within Reading Series Two in our sequence. They can be introduced at any time after the Long Vowels with Silent e level (light orange) or in Reading Series Three.

Reading Series Three books are decodable with all foundational and intermediate skills, plus the target letter-sound correspondence introduced in each book.

Reading Series Three Grades 2–3 or Intervention

Vowel Digraphs	Long /ē/ sound spelled ea	<i>Lin-Lin and the Seagulls</i>
	Long /ē/ sound consolidation: /ē/ ie, ee, ea, y	<i>Shep the Sheep of Caladeen</i>
	Long /ō/ sound spelled oa, oe, ow	<i>Tracking with Uncle Joe</i>
	Long /ō/ sound consolidation: /ō/ o_e, oa, ow	<i>Plates, Quakes, and Glowing Magma</i>
	Long /ā/ sound spelled ai, ay	<i>Snail Hits the Trail</i>
	Long /ā/ sound consolidation: /ā/ a_e, ai, ay	<i>Keeping Track of Snail Facts</i>
	Long /ī/ sound spelled y	<i>Oh My! It Must Be the Sky!</i>
	Long /ī/ sound consolidation: /ī/ i_e, y	<i>Butterfly Life Cycle</i>
Variant Vowel Digraphs & Diphthongs	Long /ōō/ sound spelled oo, ew, u_e	<i>The Splendid Pool</i>
	Long /ū/ sound spelled ew, u_e	
	Long /ōō/ sound spelled ue	"Which Is Bluest?" Poem
	Short /oo/ sound spelled oo	"What Is It? Take a Look!" Poem
	Short /oo/ sound spelled oo	<i>Flapjacks from Paul Bunyan's Kitchen</i>
	Long /ōō/ sound spelled oo	
	Long /ōō/ and long /ū/ sound consolidation: /ōō/ oo, ew, ue, u_e ; /ū/ ew, u_e	<i>True Bugs</i>
	Diphthong /ōū/ sound spelled ou, ow	<i>Bon-Bon the Downtown Cow</i>
Variant vowel /ô/ sound spelled au, aw	<i>Sonoran Desert Seasons</i>	
Diphthong /oi/ sound spelled oi, oy	<i>Margaret Strong, Toy Collector</i>	
	Diphthong /ōū/, /ô/, /oi/ consolidation: /ōū/ ou, ow ; /ô/ au, aw ; /oi/ oi, oy	<i>Planets, Asteroids, and Our Solar System</i>
Advanced Letter-Sound Correspondences	Long /ā/ sound spelled ea, ei, ey, eigh Long /ē/ sound spelled ey, ei Short /e/ sound spelled ea Short /o/ sound spelled a	<i>Poetry Anthology 1 Head to a Pleasant Spot and Other Poems to Remember</i>
	Short /u/ sound spelled o Short /oo/ sound spelled u, oul Short /u/ sound spelled ou, oo /aw/ sound spelled ough, ough Long /ōō/ sound spelled ou, ui /s/ sound spelled st /m/ sound spelled mn /r/ sound spelled rh /s/ sound spelled ps	<i>Poetry Anthology 2 Cousin Trouble and Other Poems to Remember</i>

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