



# Emergent Reader Series

## Spectrum of Literacy 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: Foundational Skills

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

<sup>1</sup>Introduction of a single consonant assumes the skill of doubling that consonant.

<sup>2</sup>Emergent 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 Spectrum of Literacy 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.

<sup>1</sup>Introduction of a single consonant assumes the skill of doubling that consonant.

<sup>2</sup>Emergent 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.

## Reading Series One: Foundational Skills Consolidation

Part 6: Foundational Skills Consolidation	Target Letter-Sound Correspondence	Book Title
	Review schwa /ə/ sound	"Gull Talk" Poem
	Review /ng/ sound spelled <b>n[k]</b>	"Junk?" Poem
	Foundational skills consolidation: <b>Single consonants and short vowels;</b> <b>ff, gg, ll, nn, ss, tt, zz; /k/ ck;</b> <b>/ng/ ng, n[k], /th/ th, /hw/ wh;</b> <b>/ə/ a, e, i, o, u; /ē/ ee, y;</b> <b>/ûr/ er; /ô/ a(l, ll);</b> <b>/ul/ le; /d/ or /t/ -ed</b>	<i>The Sunset Pond</i> <sup>2</sup> <i>Jen's Best Gift Ever</i> <sup>2</sup> <i>It Is Halloween</i> <sup>2</sup> <i>Meg and Jim's Sled Trip</i> <sup>2</sup> <i>Just a Box</i> <sup>2</sup> <i>My Vivid Town</i> <sup>2</sup> <i>Great Grandma Dot</i> <sup>2</sup> <i>Will Is Up at Bat</i> <sup>2</sup>

## Reading Series Two: Intermediate Skills

Part 7: Consonant Digraphs	Review digraph /ng/ sound spelled <b>ng</b>	<i>The King of Spring</i>
	Review digraph /th/ sound spelled <b>th</b>	<i>The Twins THIS and THAT</i>
	Review digraph /hw/ sound spelled <b>wh</b>	
	Digraph /ch/ sound spelled <b>ch, tch</b>	<i>Mr. Sanchez and the Kickball Champ</i>
	Digraph /sh/ sound spelled <b>sh</b>	<i>Frank the Fish Gets His Wish</i>
	Digraph /f/ sound spelled <b>ph</b>	"Phil Can Read!" Poem
	Consonant digraph consolidation: /th/ <b>th</b> ; /ch/ <b>ch, tch</b> ; /sh/ <b>sh</b> ; /ng/ <b>ng, n[k]</b> ; /f/ <b>ph</b> ; /hw/ <b>wh</b>	<i>Interesting Elephants</i>
Part 8: Long Vowels with Silent e	Long /ā/ sound spelled <b>a_e</b>	<i>The Case of Jake's Escape</i>
	Long /i/ sound spelled <b>i_e</b>	<i>My Summertime Camping Trip</i>
	Long /ō/ sound spelled <b>o_e</b>	<i>Mister Mole's Stove</i>
	Long /ē/ sound spelled <b>e_e</b>	<i>Summer Fun at Duke Park</i>
	Long /û/ and long /ö/ sounds spelled <b>u_e</b>	
	Long vowel with silent <b>e</b> consolidation: /ā/ <b>a_e</b> ; /ē/ <b>e_e</b> ; /i/ <b>i_e</b> ; /ō/ <b>o_e</b> ; /û/ and /ö/ <b>u_e</b>	<i>Amazing Snakes!</i>
Part 9: Single Long Vowels & Patterns & Soft c and g	Long /ā/ sound spelled <b>a</b>	<i>Luna Moth</i>
	Long /ē/ sound spelled <b>e</b>	
	Long /i/ sound spelled <b>i</b>	
	Long /ō/ sound spelled <b>o</b>	
	Long /û/ and long /ö/ sounds spelled <b>u</b>	
	Long /i/ sound spelled <b>igh</b>	"Good Bats!" Poem
	Single long vowels and patterns consolidation: /ā/ <b>a</b> ; /ē/ <b>e</b> ; /i/ <b>i, igh</b> & patterns <b>ild, ind</b> ; /ō/ <b>o</b> & patterns <b>old, ost</b> ; /û/ and /ö/ <b>u</b>	<i>Queen Bee Needs to Be Free</i>
	Consonant /j/ sound spelled <b>g, dge</b>	<i>Dog Agility</i>
	Consonant /s/ sound spelled <b>c</b>	
Part 10: r-Controlled Vowels	r-Controlled /ar/ sound spelled <b>ar</b>	<i>Marvin's Trip to Mars</i>
	r-Controlled /or/ sound spelled <b>or</b>	<i>A Sled Dog Morning</i>
	r-Controlled /ûr/ sound spelled <b>ir, ur</b>	<i>Fir Tree Circus</i>
	r-Controlled vowel consolidation: /ûr/ <b>or</b> , <b>[w]or, ear, er, ir, ur; /or/ or</b>	<i>Pearl Learns a Lesson</i>

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 Three: Advanced Skills

<b>Part 11:</b> Vowel Digraphs	Long /ē/ sound spelled <b>ea</b>	<i>Lin-Lin and the Seagulls</i>
	Long /ĕ/ sound consolidation: /ĕ/ <b>ie, ee, ea, y</b>	<i>Shep the Sheep of Caladeen</i>
	Long /ō/ sound spelled <b>oa, oe, ow</b>	<i>Tracking with Uncle Joe</i>
	Long /ō/ sound consolidation: /ō/ <b>o_e, oa, ow</b>	<i>Plates, Quakes, and Glowing Magma</i>
	Long /ā/ sound spelled <b>ai, ay</b>	<i>Snail Hits the Trail</i>
	Long /ā/ sound consolidation: /ā/ <b>a_e, ai, ay</b>	<i>Keeping Track of Snail Facts</i>
	Long /i/ sound spelled <b>y</b>	<i>Oh My! It Must Be the Sky!</i>
	Long /i/ sound consolidation: /i/ <b>i_e, y</b>	<i>Butterfly Life Cycle</i>
<b>Part 12:</b> Variant Vowel Digraphs	Long /ōō/ sound spelled <b>oo, ew, u_e</b> Long /ū/ sound spelled <b>ew, u_e</b>	<i>The Splendid Pool</i>
	Short /ōō/ sound spelled <b>oo</b> Long /ōō/ sound spelled <b>oo</b>	<i>Flapjacks from Paul Bunyan's Kitchen</i>
	Long /ōō/ sound spelled <b>ue</b>	"Which Is Bluest?" Poem
	Short /ōō/ sound spelled <b>oo</b>	"What Is It? Take a Look!" Poem
	Long /ōō/ and long /ū/ sound consolidation: /ōō/ <b>oo, ew, ue, u_e</b> ; /ū/ <b>ew, u_e</b>	<i>True Bugs</i>
	/ô/ sound spelled <b>au, aw</b>	<i>Sonoran Desert Seasons</i>
<b>Part 13:</b> Diphthongs	/ou/ sound spelled <b>ou, ow</b>	<i>Bon-Bon the Downtown Cow</i>
	/oi/ sound spelled <b>oi, oy</b>	<i>Margaret Strong, Toy Collector</i>
	/ou/, /ô/, /oi/ consolidation: /ou/ <b>ou, ow</b> ; /ô/ <b>au, aw</b> ; /oi/ <b>oi, oy</b>	<i>Planets, Asteroids, and Our Solar System</i>
<b>Part 14:</b> Advanced Letter-Sound Correspondences	Long /ā/ sound spelled <b>ea, ei, ey, eigh</b> Long /ĕ/ sound spelled <b>ey, ei</b> Short /ĕ/ sound spelled <b>ea</b> Short /ô/ sound spelled <b>a</b>	<i>Poetry Anthology 1: Head to a Pleasant Spot and Other Poems to Remember</i>
	Short /ū/ sound spelled <b>o</b> Short /ōō/ sound spelled <b>u, oul</b> Short /ū/ sound spelled <b>ou, oo</b> /ô/ sound spelled <b>ough, ough</b> Long /ōō/ sound spelled <b>ou, ui</b> Consonant /s/ sound spelled <b>st</b> Consonant /m/ sound spelled <b>mn</b> Consonant /r/ sound spelled <b>rh</b> Consonant /s/ sound spelled <b>ps</b>	<i>Poetry Anthology 2: Cousin Trouble and Other Poems to Remember</i>

<sup>1</sup>Introduction of a single consonant assumes the skill of doubling that consonant.

<sup>2</sup>Emergent 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.