

Scope and Sequence Order for High School Teachers

The Scope and Sequence Order will focus on the six types of syllables. Syllable division is a way of breaking down multi-syllabic words into more digestible parts for easier reading and spelling. We teach syllable types first, then move into syllable division. Spelling rules are introduced as they apply to particular syllable types. Prefixes, roots, and suffixes are another way to divide words.

This will enable teachers to cover the sequence of syllables in a 10-15 minute Word Work block at the beginning of each English period.

A. **Closed Syllable** is covered in Groups 1-9, 11,12

1. Word Work Lesson 1
 - Present a, m, s, t, i, n, b, c on the board. Have students make up as many words as they can using 1 vowel in each word, but consonants can be used more than once. Put some of the words on the board. With help mark the cvc under the word. Show 'syllable' explaining the definition on the back of the card. Page 86 in the Course Guide explains the definition. Show 'breve' explaining the definition on the back of the card. Mark this on the words on the board.
2. Word Work Lesson 2
 - Present the Closed Syllable Princess Story. Students can take turns if they like. Print more words on the board from the Closed Syllable Lesson starting on page 55. Get students to come up and mark cvc and the breve and then read the word. You could have a list so they could each mark them at their desk.
3. Word Work Lesson 3-6 (depending on how many lessons the students need)
 - Get the students to repeat the sounds for a, e, i, o, u in a Closed Syllable. Do this each day. Follow up with word searches, bingo games, or worksheets with only closed syllable words from Groups 1-8. Now you can talk about and add the beginning blends: sm, st, sn, sc, sp, bl, cl, pl, spl, sl, br, cr, fr, pr, tr, scr, str, dr, gl, gr, sk and final blends: st, nt, mp, lt, ft, nd, sk, xt. Once students are confident move on.
4. Word Work Lesson 7
 - Group 9 covers the th, thr, sh, shr ch, and wh. In these lessons, the words are all Closed Syllables. Present them on the board, talking about the one sound each diagraph makes. Include these words in student activities for review.
5. Word Work Lesson 8
 - Group 8 page 58 is Buzz off Miss Pill. This spelling rule only applies to Closed Syllable words. Follow the lesson introducing the words in their columns getting the students to discover the rule. Include these words in student activities for review.
6. Word Work Lesson 9
 - Group 11 and 12 starting on page 80. The phonemes are ing, ang, ong, and ung and then ink, ank, onk, unk. These sounds are in Closed Syllable words. Again, complete a student discovery on the board. Include these words in student activities for review.
7. Word Work Lesson 10
 - Groups 1-9, 11, 12. The final step for Closed Syllable words is to have students do a student discovery on multisyllable words. They are presented throughout these groups but take the time to talk about the step from a one syllable to a two syllable word. Remember the definition, "A syllable is a word or part of a word with one vowel sound." Therefore, a vowel sound must be heard in each break in the word. There are many multisyllable words to choose from in the above groups. Again, start including multisyllable words in the student activities for review.

B. Vowel-e Syllable is covered in Group 10

8. Word Work Lesson 11

-In Group 10, V-e Syllable is covered starting on page 68. On the board complete a student discovery with words to explain what is included in this syllable. Lesson plans cover a-e, i-e, o-e, e-e, u-e. This gives you lots of words for student activities to review this syllable. Word sorts are great.

C. Spelling Rules, Affixes and 2 Divisions are covered in Group 13 and 14

9. Word Work Lesson 12

-Beginning on page 96 is the 'c, k, ck Spelling Rule.' This rule will be used in Closed and V-e Syllable Words. On the board complete a student discovery with words to explain when you use c, k or ck in words. Again, continue using these words in student activities for review.

10. Word Work Lesson 13

-Beginning on page 98-101, are lesson plans for the second sound of 's' and 'tch'. These phonemes require separate lessons to teach because they are not common sounds. On the board complete a student discovery for 's' and 'tch'. Make sure to begin using these words in student activities for review.

11. Word Work Lesson 14

-Beginning on page 102, is the Plural s, es Rule. Teaching plurals is a difficult Rule. On the board complete a student discovery demonstrating when to use 's' and when to use 'es' at the end of a word. We often mispronounce the 'es' sound and that confuses which vowel to put with the 's'. When it is a plural it will always be 'es'. Plural words can be added to student activities.

12. Word Work Lesson 15

-Page 106 begins the lessons for affixes. Affixes are another way to divide words. Affixes give meaning to words and are very specific in how they divide words up. The affix tree is a good diagram to demonstrate prefix, root and suffix. On the board complete an affix tree demonstration. Students can be handed the affix tree to complete. Lesson plans are given for common affixes ing, s, es, and ed. The Structured Literacy affix lessons is available to buy. There are many prefixes, roots, and suffixes included. For older students, this is a useful tool. Prefix, root and suffix words can be added to student activities.

13. Word Work Lesson 16

-Page 104-105 and 119-120 are the lesson plans for Rabbit and Monster Division. Once students begin to learn the different types of syllables, division rules are important. These divisions help students with spelling and reading. On the board complete student discovery to explain both divisions and why they are important. Student activities can be added for review.

14. Word Work Lesson 17

-Beginning on Page 121 is the Silent 'e' Rule. This rule applies when adding suffixes to V-e Syllables. The student has to decide if you keep the 'e' or drop the 'e' when adding a suffix to a V-e Syllable rule. On the board, demonstrate with the words and suffixes to get the students to understand. Again, learning more suffixes and practicing in student activities, will help students become familiar with the rule.

D. Vowel Team Syllable is covered in Group 15 and 16

15. Word Work Lesson 18

-The Vowel Team Syllable is covered starting on page 123. The Vowel Team Syllable includes teams that follow the rule 'when two vowels go walking the first one does the talking': ee, ai, ee, oa, ay, oe, ow in Group 15. In Group 16 are 'ow' for cow and 'aw' for saw which do not follow the rule but can still be considered vowel teams.

On the board, complete the student discovery for Vowel Team Syllable using the words in the lesson. These words can now be added to student activities.

E. **Open Syllable** is covered in Group 17

16. Word Work Lesson 19

-The Open Syllable is covered starting on page 143. Open Syllable is the vowels 'a, e, i, o, u'. When the vowels are not protected, they will say their name. On the board, complete the student discovery for Open Syllable using the words in the lesson. These words can not be added to student activities. There are very few one syllable open syllable words. Words added to student activities will be multisyllable.

F. **Robin and Pony Divisions** in Group 18

17. Word Work Lesson 20

-Robin Division begins on page 155 and Pony Division begins on page 157. A student can try Pony Division first (60% divide to get the name of the vowel or the long vowel sound). If this does not work, then a student can try Robin Division (40% divide to get the sound of the vowel or the short vowel sound). On the board, these two divisions can be covered at the same time. Using the words provided demonstrate these two divisions. Continued practice will help students improve their spelling and reading skills.

G. **'R' Controlled Syllable** is covered in Group 19

18. Word Work Lesson 21

-The 'r' Controlled Syllable is covered beginning on page 159. 'R' Controlled Syllable is the vowel connected with the 'r'. These syllables are 'ar', 'er', 'ir', 'or', and 'ur'. It changes how the vowel is pronounced. On the board, complete the student discovery for 'r' Controlled Syllable using the words provided. Continue practicing these words.

H. **'C'le Syllable** is covered in Group 20

19. Word Work Lesson 22

-The 'c'le Syllable is covered beginning on page 171. 'C'le Syllable is the only syllable where the vowel is silent but a syllable has to have a vowel. There are eleven 'c'le Syllable. On the board, complete the student discovery for 'c'le Syllable using the words provided. Continue practicing these words.

I. **Lion Division** is covered in Group 20

20. Word Work Lesson 23

-Lion Division is covered beginning on page 195. It is different because syllables are divided between two vowels that are together but are not vowel teams. On the board, complete the student discovery for Lion Division using the words provided. Continue giving student activities to practice these words.

*Note These 20 groups cover the 6 syllables, 5 divisions, many affixes, common spelling rules and the most common sounds. The Structured Literacy 1B continues the rest of the sounds, uncommon spelling rules and more affixes. After Structured Literacy 1A students have a solid foundation for reading and writing.

