

# Blast Foundations Scope and Sequence

	Lesson 1		Lesson 2	Lesson 3, 4, 5
Unit	Letter-Sound Fluency	Heart Word Fluency	Phonemic Awareness	Phonics Concept, Reading, and Spelling
1	<ul style="list-style-type: none"> <li>Introduction to <i>Blast Foundations</i></li> <li>Demonstrate the importance of reading accurately</li> <li>Introduce <i>Blast Student Kits</i> and <i>Workbooks</i></li> </ul>		<ul style="list-style-type: none"> <li>Introduction to <i>Blast Foundations</i></li> <li>Structure of the alphabet</li> <li>Letters can have names or sounds</li> <li>Introduce <i>Word Sort</i></li> </ul>	<ul style="list-style-type: none"> <li>Introduction to <i>Blast Foundations</i></li> <li>Short and long vowel sounds and motions</li> <li>Identification of short and long vowel sounds</li> </ul>
2	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>m, t, &amp; s</b></li> <li>Teach <i>Look, Think, Say!</i> routine</li> <li>Teach <i>Pop-Up</i> and <i>3-Up</i> games</li> </ul>		<ul style="list-style-type: none"> <li>Define phoneme</li> <li>Introduce sound boxes</li> <li>Teach <i>Finger-stretching</i></li> </ul>	<ul style="list-style-type: none"> <li>Introduce <i>Build a Word</i></li> <li>Closed Syllables</li> <li>Reading &amp; Spelling Closed Syllable words with Short A &amp; Short I</li> <li>Introduce <i>Spell It!</i></li> </ul>
3	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>f, d, &amp; r</b></li> </ul>	<b>the, of, you, and, to</b>	<ul style="list-style-type: none"> <li>Short A &amp; Long A</li> </ul>	<ul style="list-style-type: none"> <li>Reading &amp; Spelling Nonsense Words with Short A and Short I</li> <li>Introduce <i>Defective Work</i></li> <li>Introduce <i>Phrases &amp; Sentences to Read</i></li> </ul>
4	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>g, l, &amp; h</b></li> <li>Teach <i>Read a Row</i> game</li> </ul>	<b>in, is, for, that, it</b>	<ul style="list-style-type: none"> <li>Short I &amp; Long I</li> </ul>	<ul style="list-style-type: none"> <li>Digraph <b>sh</b></li> <li>Reading &amp; Spelling with Short A and Short I</li> </ul>
5	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>b, n, &amp; c</b></li> </ul>	<b>he, was, his, on, are</b>	<ul style="list-style-type: none"> <li>Short U &amp; Long U</li> </ul>	<ul style="list-style-type: none"> <li>Reading &amp; Spelling with Short U</li> </ul>
6	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>k, w, &amp; v</b></li> </ul>	<b>as, with, this, they, if</b>	<ul style="list-style-type: none"> <li>Short O &amp; Long O</li> </ul>	<ul style="list-style-type: none"> <li>Digraph <b>th</b></li> </ul>
7	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>j, p, &amp; y</b></li> </ul>	<b>at, be, or, have, from</b>	<ul style="list-style-type: none"> <li>Short E &amp; Long E</li> </ul>	<ul style="list-style-type: none"> <li>Reading &amp; Spelling with Short E</li> </ul>
8	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>b, x, &amp; z</b></li> </ul>	<b>one, had, by, but, not</b>	<ul style="list-style-type: none"> <li>Review Short &amp; Long A, Short &amp; Long I</li> </ul>	<ul style="list-style-type: none"> <li>Digraphs <b>ch &amp; wh</b></li> </ul>
9	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>qu, y, &amp; x</b></li> </ul>	<b>what, all, were, we, when</b>	<ul style="list-style-type: none"> <li>Review Short &amp; Long O, Short &amp; Long U</li> </ul>	<ul style="list-style-type: none"> <li>Digraph <b>ck</b></li> </ul>
10	<ul style="list-style-type: none"> <li>Trigraphs <b>tch &amp; dge</b></li> </ul>	<b>your, can, said, there, down</b>	<ul style="list-style-type: none"> <li>Review Short &amp; Long E</li> </ul>	<ul style="list-style-type: none"> <li>Trigraphs <b>tch &amp; dge</b></li> </ul>
11	<ul style="list-style-type: none"> <li>Letter chunks <b>al &amp; all</b></li> </ul>	<b>an, come, which, she, do</b>	<ul style="list-style-type: none"> <li>Cumulative review of Short and Long Vowels with segmenting</li> </ul>	<ul style="list-style-type: none"> <li>Double Trouble Rule</li> <li>Chunk <b>all</b></li> </ul>
12	<ul style="list-style-type: none"> <li>Graphemes <b>ff, ll, &amp; ss</b></li> </ul>	<b>how, their, want, will, up</b>	<ul style="list-style-type: none"> <li>Cumulative review of Short and Long Vowels with blending</li> </ul>	<ul style="list-style-type: none"> <li>Short vowel spelling rules: Double Trouble, Digraph <b>ck</b>, &amp; Trigraphs <b>tch &amp; dge</b></li> </ul>

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Lesson 1		Lesson 2		Lesson 3, 4, 5	
Unit	Letter-Sound Fluency	Heart Word Fluency	Phonemic Awareness	Phonics Concept, Reading, and Spelling	
13	No new letter sounds	<b>may, no, now, came, out</b>	<ul style="list-style-type: none"> <li>• 2-sound blends</li> </ul>	<ul style="list-style-type: none"> <li>• 2-sound blends</li> </ul>	
14	No new letter sounds	<b>many, these, then, so, some</b>	<ul style="list-style-type: none"> <li>• Teach <i>Whale Talk</i></li> <li>• Teach <i>Syllable Stomp</i></li> <li>• Teach segmenting syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading two-syllable words with Closed Syllables</li> </ul>	
15	No new letter sounds	<b>them, her, would, make, like</b>	<ul style="list-style-type: none"> <li>• Review <i>Whale Talk</i></li> <li>• Review <i>Syllable Stomp</i></li> <li>• Teach blending syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling two-syllable words with Closed Syllables</li> </ul>	
16	No new letter sounds	<b>him, into, put, has, look</b>	<ul style="list-style-type: none"> <li>• Review <i>Whale Talk</i></li> <li>• Review <i>Syllable Stomp</i></li> <li>• Review blending syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Open Syllables in one-syllable words</li> </ul>	
17	<ul style="list-style-type: none"> <li>• Letter chunk <b>ing</b></li> </ul>	<b>take, go, see, could, where</b>	<ul style="list-style-type: none"> <li>• R-Controlled Vowel /or/</li> </ul>	<ul style="list-style-type: none"> <li>• Reading two-syllable words with Open and Closed Syllables</li> <li>• Chunk <b>ing</b></li> </ul>	
18	<ul style="list-style-type: none"> <li>• Flexibility in sounds (schwa)</li> </ul>	<b>any, about, old, here, saw</b>	<ul style="list-style-type: none"> <li>• R-Controlled Vowel /ar/</li> </ul>	<ul style="list-style-type: none"> <li>• Reading two-syllable words with schwa</li> </ul>	
19	<ul style="list-style-type: none"> <li>• Vowel-Consonant-e spellings</li> </ul>	<b>little, ask, over, long, very</b>	<ul style="list-style-type: none"> <li>• R-Controlled Vowel /er/</li> </ul>	<ul style="list-style-type: none"> <li>• Reading one-syllable words with Vowel-Consonant-e</li> </ul>	
20	<ul style="list-style-type: none"> <li>• Review of Vowel-Consonant-e spellings</li> </ul>	<b>good, around, know, too, every</b>	<ul style="list-style-type: none"> <li>• Cumulative review of R-Controlled Vowels</li> </ul>	<ul style="list-style-type: none"> <li>• Reading two-syllable words with Vowel-Consonant-e</li> </ul>	
21	<ul style="list-style-type: none"> <li>• Long E Vowel Teams <b>ee</b> &amp; <b>ea</b></li> <li>• Long A Vowel Teams <b>ai</b> &amp; <b>ay</b></li> <li>• <b>y</b> spells Long E</li> </ul>	<b>pretty, away, after, think, going</b>	<ul style="list-style-type: none"> <li>• Other Vowel /ōō/</li> </ul>	<ul style="list-style-type: none"> <li>• Reading one- and two-syllable words with Long E and Long A Vowel Teams <b>ee, ea, ai, &amp; ay</b></li> <li>• <b>y</b> spells Long E</li> </ul>	
22	<ul style="list-style-type: none"> <li>• Long I Vowel Spelling <b>igh</b></li> <li>• Long O Vowel Team <b>oa</b></li> </ul>	<b>walk, before, again, who, been</b>	<ul style="list-style-type: none"> <li>• Other Vowel /oi/</li> </ul>	<ul style="list-style-type: none"> <li>• Reading one- and two-syllable words with Long I Spelling <b>igh</b> &amp; Long O Vowel Team <b>oa</b></li> </ul>	
23	<ul style="list-style-type: none"> <li>• 3 Sounds of Suffix <b>-ed</b></li> </ul>	<b>goes, always, because, own, only</b>	<ul style="list-style-type: none"> <li>• Other Vowel /ou/</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Sounds of Suffix-ed</li> </ul>	
24	<ul style="list-style-type: none"> <li>• Inflectional endings <b>-er, -ed, -s, -es, &amp; -ing</b></li> </ul>	<b>give, our, both, does, write</b>	<ul style="list-style-type: none"> <li>• Other Vowel /ōō/</li> </ul>	<ul style="list-style-type: none"> <li>• Reading words with inflectional endings</li> </ul>	
25	<ul style="list-style-type: none"> <li>• Cumulative review &amp; celebration</li> </ul>		<ul style="list-style-type: none"> <li>• Cumulative review of Other Vowels</li> </ul>	<ul style="list-style-type: none"> <li>• Cumulative review &amp; celebration</li> </ul>	