

## HD Word Scope and Sequence

Unit	Lesson 1	Lesson 2	Lesson 3 & 4	Lesson 5
Book 1	Oral Reading	Phonemic Awareness	Phonics Concepts Days 1 & 2	Student Practice
1	<ul style="list-style-type: none"> <li>Introduction to <i>HD Word</i></li> <li>Importance of reading accurately</li> </ul>	<ul style="list-style-type: none"> <li>Definition of a Phoneme</li> <li>Short Vowel Phonemes</li> <li>Segmenting Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Reading Single-Syllable Closed Syllable Words</li> <li>Reading Single-Syllable Closed Syllable Words with Digraphs</li> </ul>	<p>Each unit ends with student practice where students complete four practice activities designed to target the concepts taught in the unit.</p> <p>The Student Practice activities include:</p> <ul style="list-style-type: none"> <li>Word Sort</li> <li>Detective Work</li> <li>Phrases to Read (<i>Foundations</i> only)</li> <li>Sentences to Read</li> <li>Optional extension activity</li> </ul> <p>In the Student Practice activities, students are presented with words that are decodable according to the <i>HD Word Scope &amp; Sequence</i>, as well as words from the Dolch 220 sight word list. It is cumulative and controlled.</p> <p>Also included in each Lesson 5 is an optional extension activity. These activities help students further practice the concepts taught in that unit.</p>
2		<ul style="list-style-type: none"> <li>Segmenting Phonemes and Identifying Short Vowel Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Reading Single-Syllable Closed Syllable Words with 2-Sound Blends and Digraph Blends</li> </ul>	
3	Each unit from 2–33 begins with three one-minute timed oral readings.	<ul style="list-style-type: none"> <li>Short Vowel Phonemes: Segmenting, Substituting, and Blending</li> </ul>	<ul style="list-style-type: none"> <li>Reading Single-Syllable Closed Syllable Words with Trigraphs and 3-Sound Blends</li> </ul>	
4	Students chart their accuracy percentage and words correct per minute (WCPM). The goal is to reach at least 98% accuracy regularly and then to improve WCPM.	<ul style="list-style-type: none"> <li>Short Vowel Phonemes: Segmenting, Adding, and Substituting</li> </ul>	<ul style="list-style-type: none"> <li>Reading 2- and 3-Syllable Words with Closed Syllables</li> </ul>	
5		<ul style="list-style-type: none"> <li>Short and Long Vowel Phonemes: Segmenting and Substituting</li> </ul>	<ul style="list-style-type: none"> <li>Reading Single-Syllable Open Syllable Words</li> <li>Reading 2- and 3-Syllable Words with Closed and Open Syllables</li> </ul>	
6		<ul style="list-style-type: none"> <li>Identifying Sounds of Schwa</li> </ul>	<ul style="list-style-type: none"> <li>Schwa in 2-, 3-, and 4-Syllable Words with Closed and Open Syllables</li> </ul>	
7	The Oral Reading Fluency lesson at the beginning of each unit lets the teacher and students know if <i>HD Word</i> instruction is transferring to non-controlled reading at a selected grade level.	<ul style="list-style-type: none"> <li>Short and Long Vowel Phonemes: Segmenting and Blending</li> </ul>	<ul style="list-style-type: none"> <li>Reading Single-Syllable VCE Words</li> <li>Reading 2-, 3-, and 4-Syllable Words with Closed, Open, and VCE Syllables</li> </ul>	
8		<ul style="list-style-type: none"> <li>Short and Long Vowel Phonemes: Segmenting, Substituting, and Deleting</li> </ul>	<ul style="list-style-type: none"> <li>Reading 2-Syllable Words with VCE Spelling Schwa</li> <li>Reading 2-, 3-, and 4-Syllable Words with Closed, Open, and VCE Syllables (with and without Schwa)</li> </ul>	
9		<ul style="list-style-type: none"> <li>Short and Long Vowel Phonemes: Segmenting, Substituting, and Blending</li> </ul>	<ul style="list-style-type: none"> <li>Most Common Vowel Team Spellings: <i>long a (ai, ay)</i>, <i>long e (ee, ea)</i>, <i>long i (igh)</i>, and <i>long o (ow, oa)</i></li> </ul>	
10		<ul style="list-style-type: none"> <li>Short and Long Vowel Phonemes: Segmenting, Adding, and Deleting</li> </ul>	<ul style="list-style-type: none"> <li>Less Common Vowel Team Spellings: <i>long e (ie, ey)</i></li> <li>Cumulative Review of Vowel Team Spellings (Long Vowels)</li> </ul>	
Book 2				
11		<ul style="list-style-type: none"> <li>R-Controlled Phonemes /ar/ and /or/: Segmenting and Blending</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1 – 3-Syllable Words with /or/ spelled <b>or</b> and /ar/ spelled <b>ar</b></li> </ul>	<p>The Student Practice activities include:</p> <ul style="list-style-type: none"> <li>Word Sort</li> <li>Detective Work</li> <li>Phrases to Read (<i>Foundations</i> only)</li> <li>Sentences to Read</li> <li>Optional extension activity</li> </ul>
12		<ul style="list-style-type: none"> <li>R-Controlled Phonemes /ar/ and /or/: Segmenting and Substituting</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1 – 3-Syllable Words with /or/ spelled <b>or, our, ore, oor,</b> and <b>oar</b></li> <li>Reading 1 – 3-Syllable Words with /ār/ spelled <b>ar, are, air,</b> and <b>ear</b></li> </ul>	
13	The Oral Reading Fluency procedure continues in each Unit from 2–33.	<ul style="list-style-type: none"> <li>R-Controlled Phoneme /er/: Segmenting and Blending</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1 – 3-Syllable Words with /er/ spelled <b>er, ir, ur,</b> and <b>ear</b></li> </ul>	
14		<ul style="list-style-type: none"> <li>Cumulative Review of Long, Short, and R-Controlled Vowels: Segmenting, Adding, and Deleting</li> </ul>	<ul style="list-style-type: none"> <li>Reading 2-, 3-, and 4-Syllable Words with /er/ spelled <b>ar</b> and <b>or</b></li> <li>Cumulative Review of 2–4 Syllable Words with r-controlled vowel phonemes /ar/, /or/, and /er/</li> </ul>	

## HD Word Scope and Sequence

Unit	Lesson 1	Lesson 2	Lesson 3 & 4	Lesson 5
	Oral Reading	Phonemic Awareness	Phonics Concepts Days 1 & 2	Student Practice
15	The Oral Reading Fluency procedure continues in each Unit from 2–33.	<ul style="list-style-type: none"> <li>Other Vowel Phoneme /ɒ/, as in <b>ooze</b>: Segmenting and Blending</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1–4-Syllable Words with /ɒɒ/ spelled <b>oo</b>, <b>u</b>, <b>u-e</b>, and <b>ew</b></li> </ul>	The Student Practice activities include: <ul style="list-style-type: none"> <li>Word Sort</li> <li>Detective Work</li> <li>Phrases to Read (<i>Foundations</i> only)</li> <li>Sentences to Read</li> <li>Optional extension activity</li> </ul>
16		<ul style="list-style-type: none"> <li>Other Vowel Phoneme /oi/, as in <b>oink</b>: Segmenting and Substituting</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1–4-Syllable Words with /oi/ spelled <b>oi</b> and <b>oy</b></li> </ul>	
17		<ul style="list-style-type: none"> <li>Other Vowel Phoneme /ou/, as in <b>ouch</b>: Segmenting and Adding</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1–4-Syllable Words with /ou/ spelled <b>ou</b> and <b>ow</b></li> </ul>	
18		<ul style="list-style-type: none"> <li>Other Vowel Phoneme /ɒ/, as in <b>book</b>: Segmenting and Deleting</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1–4-Syllable Words with /ɒɒ/ spelled <b>oo</b> and <b>u</b></li> </ul>	
19		<ul style="list-style-type: none"> <li>Other Vowel Phoneme /aw/, as in <b>awesome</b>: Segmenting and Substituting</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1–4-Syllable Words with /aw/ spelled <b>au</b> and <b>aw</b></li> </ul>	
20		<ul style="list-style-type: none"> <li>Cumulative Review of Long, Short, R-Controlled, and Other Vowels: Segmenting and Substituting</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative Review of 1–4-Syllable Words with Other Vowel Phonemes: /ɒɒ/, /oi/, /ou/, /ɒɒ/ and /aw/</li> </ul>	
<b>Book 3</b>				
21	Beginning in Unit 21, Lesson 2 provides students with additional Oral Reading Fluency practice and incorporates comprehension questions for each passage.		<ul style="list-style-type: none"> <li>Reading 1–4-Syllable Words with Chunks: <b>-ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk</b></li> </ul>	The Student Practice activities include: <ul style="list-style-type: none"> <li>Word Sort</li> <li>Detective Work</li> <li>Phrases to Read (<i>Foundations</i> only)</li> <li>Sentences to Read</li> <li>Optional extension activity</li> </ul>
22			<ul style="list-style-type: none"> <li>Reading 2–4-Syllable Words with Consonant <b>-le</b></li> </ul>	
23			<ul style="list-style-type: none"> <li>Reading 2–4-Syllable Words with Latin Chunks: <b>-tion, -sion, -ture</b> (<i>Foundations, Essentials, &amp; Linguistics</i>)</li> <li>Additional Latin Chunks: <b>-cial, -tial</b> (<i>Essentials &amp; Linguistics</i>); <b>-cious, -tious</b> (<i>Linguistics</i>)</li> </ul>	
24			<ul style="list-style-type: none"> <li>Reading 1–4-Syllable Words with Hard and Soft <b>c</b> and <b>g</b></li> </ul>	
25			<ul style="list-style-type: none"> <li>Reading 2–4-Syllable Words with Consonant Suffixes: <b>-s, -less, -ness, -ment, -ful, -ly</b></li> </ul>	
26			<ul style="list-style-type: none"> <li>Reading 2–4-Syllable Words with Vowel Suffixes: <b>-es, -ing, -er, -est, -ous, -y, -able, -ible</b></li> </ul>	
27			<ul style="list-style-type: none"> <li>1-1-1 Doubling Rule in 2-, 3- and 4-Syllable Words</li> <li>3 Sounds of Suffix <b>-ed</b> in 1-, 2-, 3- and 4-Syllable Words</li> </ul>	
28			<ul style="list-style-type: none"> <li>Reading 2–4-Syllable Words with Prefixes: <b>dis-, con-, un-, im-, in-</b></li> </ul>	
29			<ul style="list-style-type: none"> <li>Reading 2–4-Syllable Words with Prefixes: <b>re-, pre-, pro-</b></li> </ul>	
30			<ul style="list-style-type: none"> <li>Cumulative Review of Reading 2–4-Syllable Words with Suffixes and Prefixes</li> </ul>	
31			<ul style="list-style-type: none"> <li>Reading 1–4-Syllable Words with Closed Syllable Exceptions: <b>ost, old, ild, ind, olt</b></li> </ul>	
32			<ul style="list-style-type: none"> <li>Reading 2–4-Syllable Words with Split Vowels</li> </ul>	
33			<b>CELEBRATION!</b>	