



# PHONICS AND PHONEMIC AWARENESS



SCOPE AND SEQUENCE GRADES K-2; 3-5



# enCORE & THE SCIENCE OF READING

## A SYSTEMATIC PROGRESSION OF PHONICS INSTRUCTION AND PHONEMIC AND PHONOLOGICAL AWARENESS SKILLS

The English Language Arts (ELA) domain of enCORE delivers systematic, explicit instruction grounded in [evidence-based](#) instructional practices and aligned with the key components of the [Science of Reading](#). Instruction in vocabulary, phonemic and phonological awareness, phonics, fluency, and text comprehension is found in every ELA lesson plan in every unit in enCORE Elementary. In enCORE Middle and enCORE High, students continue to engage with structured lessons on vocabulary acquisition, phonics instruction, fluency, and text comprehension.

Foundational to the enCORE ELA curriculum is the integrated literature of the given unit. All instruction is connected to the content and concepts presented by the literature, including explicit instruction on foundational reading skills like phonics and phonemic and phonological awareness. This systematic integration helps students make meaning of new learning and supports generalization of skills across content and setting.

These charts offer a look at the systematic progression of phonics instruction and phonemic and phonological awareness skills in enCORE Elementary (K-5). The letter name and sound associated with each unit's book are identified along with the two specific phonological and phonemic awareness skills.

For example, the fiction text associated with Unit 3, Lesson 1 is *Chicken Little*. During the Lesson Segment on Foundational Skills, the explicit phonics instruction covers the letter "r." Students make connections to previously learned letter names and sound identification before engaging with the new letter, "r," through explicit teacher-led instruction and hands-on learning activities with the magnetic whiteboard, letters, display trays, and worksheets. Phonemic and phonological awareness skills progress through the grade bands in a developmentally appropriate manner.

### **Assessing the Science of Reading Skills in enCORE**

TeachTown Benchmark Assessments cover skills associated with each of the five pillars of the Science of Reading. They have been designed to help teachers monitor student progress on individual skills over time and demonstrate growth. Benchmark Assessments can be used to demonstrate a student's progress on a particular skill, such as letter-sound correspondence. The reporting features include a student's raw score, percentage, item analysis, and also where in the curriculum (which enCORE ELA units) to focus future instruction to ensure students have truly individualized intervention.

# GRADE K–2: ELA

UNIT: BOOK	BOOK	LETTER	PHONICS	PHONOLOGICAL & PHONEMIC AWARENESS 1	PHONOLOGICAL & PHONEMIC AWARENESS 2
1:1	<i>Peter Rabbit</i>	M	Mm says /m/, as in mother	Same/Different Environmental Sounds	Counting Words in Sentences
1:2	<i>Food Groups</i>	A	Aa says /ă/, as in apple	Same/Different Words	Counting Words in Sentences
2:1	<i>Sam and Penny</i>	S	Ss says /s/, as in Sam	Rhyme Judgement	Segmenting Compound Words
2:2	<i>Parts of the Body</i>	T	Tt says /t/, as in two	Rhyme Judgement	Counting Syllables in Words
3:1	<i>Chicken Little</i>	R	Rr says /r/, as in ran	Rhyme Judgement	Segmenting Syllables
3:2	<i>On the Farm</i>	I	Ii says /ī/, as in igloo	Rhyme Judgement	Segmenting and Blending Onsets and Rimes
4:1	<i>Who Would I Be?</i>	N	Nn says /n/, as in no	Rhyming Odd One Out	Segmenting and Blending Onsets and Rimes
4:2	<i>Animals at the Zoo</i>	E	Ee says /ĕ/, as in elephant	Rhyming Odd One Out	Initial Sound Awareness Judgement
5:1	<i>The House That Jack Built</i>	D	Dd says /d/, as in dog	Rhyming Odd One Out	Initial Sound Awareness Odd One Out
5:2	<i>In My House</i>	O	Oo says /ō/, as in on	Rhyming Odd One Out	Initial Sound Awareness Matching
6:1	<i>Today I Am</i>	B	Bb says /b/, as in ball	Rhyming Odd One Out	Initial Sound Awareness Sorting
6:2	<i>Jobs in the Community</i>	G	Gg says /g/, as in garbage	Rhyming Odd One out	Initial Sound Awareness Segmenting
7:1	<i>The Princess and the Pea</i>	Q	Qq says /kw/, as in queen	Rhyme Matching	Initial Sound Awareness Generation
7:2	<i>Weather</i>	U	Uu says /ŭ/, as in umbrella	Rhyme Matching	Final Sound Awareness Judgement
8:1	<i>Jimmys Painting</i>	Y	Yy says /y/, as in yellow	Rhyme Matching	Final Sound Awareness Odd One Out
8:2	<i>Colors of a Rainbow</i>	C	Cc says /k/, as in colors	Rhyme Matching	Final Sound Awareness Matching
9:1	<i>The Three Little Pigs</i>	P	Pp says /p/, in pig	Rhyme Matching	Final Sound Awareness Sorting
9:2	<i>How Things Look and Feel</i>	L	Ll says /l/, as in look	Rhyme Matching	Final Sound Awareness Segmenting
10:1	<i>Hippo Wants to Dance</i>	H	Hh says /h/, as in hippo	Rhyme Sorting	Final Sound Awareness Generation
10:2	<i>Actions</i>	J	Jj says /j/, as in jump	Rhyme Sorting	Counting Sounds in Words
11:1	<i>Little Red Riding Hood</i>	W	Ww says /w/, as in wolf	Rhyme Sorting	Segmenting CV and CVC words
11:2	<i>Safety in the Community</i>	F	Ff says /f/, as in firefighter	Rhyme Sorting	Blending CV and CVC words
12:1	<i>Friends</i>	K	Kk says /k/, as in kick	Rhyme Sorting	Segmenting CV and CVC words
12:2	<i>Sports</i>	V	Vv says /v/, as in volleyball	Rhyme Sorting	Blending CV and CVC words
13:1	<i>Jack and the Beanstalk</i>	X	Xx says /ks/, as in ax	Rhyme Sorting	Segmenting CVCC and CCVC words
13:2	<i>Plants</i>	Z	Zz says /z/, as in zucchini	Rhyme Sorting	Blending CVCC and CCVC words

# GRADE K–2: ELA *continued*

UNIT: BOOK	BOOK	LETTER	PHONICS	PHONOLOGICAL & PHONEMIC AWARENESS 1	PHONOLOGICAL & PHONEMIC AWARENESS 2
14:1	<i>Hide and Seek</i>	ng	ng says /ng/, as in hiding	Rhyme Generation	Compound Word Deletion
14:2	<i>Prepositions</i>	wh	wh says /w/, as in where	Rhyme Generation	Initial Sound Deletion
15:1	<i>Goldilocks and the Three Bears</i>	th (voiced & voiceless)	th says /th/, as in three (voiceless) th says /th/, as in this (voiced)	Rhyme Generation	Final Sound Deletion
15:2	<i>Opposites</i>	sh	sh says /sh/, as in short	Rhyme Generation	Identifying Initial Sound Changes
16:1	<i>Busy Mother Hen</i>	ch	ch says /ch/, as in chick	Rhyme Generation	Initial Sound Manipulation
16:2	<i>The Life Cycle of a Chicken</i>	Initial Blends (st-, sp-, cl-, pl-, gr-, tr-)	st says /st/, as in sticks sp says /sp/, as in spoon cl says /kl/, as in clothes pl says /pl/, as in plant gr says /gr/, as in grass tr says /tr/, as in tree	Rhyme Generation	Initial Sound Manipulation
17:1	<i>The Tortoise and the Hare</i>	Final Blends (-st, -nd, -nt, -ld)	st says /st/, as in fast nd says /nd/, as in hand nt says /nt/, as in tent ld says /ld/, as in cold	Rhyme Generation	Identifying Final Sound Changes
17:2	<i>Energy and Motion</i>	Common Inflections (-ing, -ed, -s)	ing says /ɪŋ/, as in moving ed says /d/, as in played ed says /t/, as in walked ed says /ɪd/, as in painted s says /s/, as in lights s says /z/, as in balls s says /ɪz/, as in watches	Rhyme Generation	Final Sound Manipulation
18:1	<i>The Moon and the Hat</i>	Common Prefixes (un- and re-)	un says /ʊn/, as in unhappy re says /rē/, as in reread	Rhyme Generation	Final Sound Manipulation
18:2	<i>Up in Space</i>	Long Vowels and Silent -e	a says /ā/, as in space i says /ī/, as in ice o says /ō/, as in globe u says /ū/, as in cute	Rhyme Generation	Medial Sound Isolation and Generation

# GRADE 3–5: ELA

UNIT: BOOK	BOOK	PHONICS	PHONOLOGICAL & PHONEMIC AWARENESS	WORD STUDY
19:1	<i>Peter Pan</i>	P, N, A, C, M	Rhyme Awareness	Counting Syllables
19:2	<i>Vehicles</i>	B, S, U, R, F	Rhyming Odd One Out	Segmenting Syllables
20:1	<i>Bounce</i>	O, Z, D, G, E	Rhyme Generation	Blending Syllables
20:2	<i>Counting and Quantities</i>	K, I, L, H, T	Rhyme Generation	Consonants & Vowels
21:1	<i>The Adventures of Robin Hood</i>	W, J, Y, V, X, Q	Segmenting Onsets & Rimes	Consonants & Vowels
21:2	<i>Using Money</i>	sh, ch, ng	Blending Onsets & Rimes	Consonants & Vowels
22:1	<i>Cube Cat Cone Cat</i>	th (voiced and voiceless) and wh	Initial Sound Awareness	Dividing Compound Words into Syllables
22:2	<i>Shapes</i>	s Blends	Initial Sound Awareness Matching	Syllabication: Closed Syllables
23:1	<i>The Swiss Family Robinson</i>	r Blends	Initial Sound Awareness Segmentation	Syllabication: Closed Syllables
23:2	<i>Classroom Tools</i>	l Blends	Initial Sound Awareness Generation	Syllabication: Closed Syllables
24:1	<i>Lets Make Lime juice</i>	Final Blends (-ft, -lt, -nt, -st)	Final Sound Awareness Matching	Syllabication: Closed Syllables
24:2	<i>Kitchen Tools for Measurement</i>	Final Blends (-lf, -mp, -nd, -sk, -lk)	Final Sound Awareness Odd One Out	Syllabication: Closed Syllables
25:1	<i>The Velveteen Rabbit</i>	Long Vowels with Silent e	Final Sound Awareness Matching	Review Long vs. Short Vowels Syllabication: Silent e
25:2	<i>Staying Healthy</i>	Long Vowels with Silent e	Final Sound Awareness Sorting	Syllabication: Silent e
26:1	<i>My inside Weather</i>	r-Controlled Vowels (er, ir, ur)	Final Sound Awareness Segmenting	Syllabication: Silent e with 2 Syllable Words
26:2	<i>Emotions</i>	r-Controlled Vowels (or and ar)	Final Sound Awareness Generation	Syllabication: r-Controlled Vowels
27:1	<i>Beauty and the Beast</i>	y as a Vowel	Counting Sounds in Words	Syllabication: r-Controlled Vowels
27:2	<i>Helping Each Other</i>	Plural -s	Segmenting CV and CVC Words (continuants)	Syllabication: r-Controlled Vowels in One and Two Syllable Words
28:1	<i>The Red Raincoat</i>	Past Tense -ed	Blending CV and CVC Words (continuants)	Syllabication: Open Syllables
28:2	<i>Calendar</i>	Present Progressive -ing	Segmenting Sounds	Syllabication: Affixes (suffixes)

# GRADE 3–5: ELA *continued*

UNIT: BOOK	BOOK	PHONICS	PHONOLOGICAL & PHONEMIC AWARENESS	WORD STUDY
29:1	<i>Alice in Wonderland</i>	Third Person Singular -s	Blending Sounds	Syllabication: Affixes (suffixes)
29:2	<i>Telling Time</i>	Vowel Digraphs (ai and ay)	Segmenting CVCC and CCVC words (4 phonemes)	Syllabication: Affixes (suffixes)
30:1	<i>Wild Cat, Wild Cat</i>	Vowel Digraphs (ee and ea)	Blending CVCC and CCVC words (4 phonemes)	Syllabication: Vowel Digraphs
30:2	<i>Patterns and Groups</i>	Vowel Digraphs (oa, ow, and oe)	Compound Word deletion	Syllabication: Vowel Digraphs
31:1	<i>Jungle Book</i>	Vowel Digraphs (oo and ew)	Initial Sound Deletion	Syllabication: Vowel Digraphs
31:2	<i>Animal Habitats</i>	Vowel Digraphs (au and aw)	Final Sound Deletion	Syllabication: Vowel Digraphs
32:1	<i>The Magical Glasses</i>	Vowel Digraph (ie)	Initial Sound Substitution	Syllabication: Vowel Digraphs
32:2	<i>Map of the World</i>	Vowel Diphthongs (oi, oy, ou, and ow)	Initial Sound Substitution	Syllabication: Vowel Digraphs
33:1	<i>The Wizard of Oz</i>	Word Patterns (all, ild, and old)	Final Sound Substitution	Syllabication: Consonant -le
33:2	<i>Places in the Community</i>	Word Patterns (ink, ank, onk, and unk)	Final Sound Substitution	Syllabication: Consonant -le
34:1	<i>The Caterpillar Looks for a Shoe</i>	Word Patterns (ing, ang, and ong)	Adding Suffixes (-s, -ed, -ing) to Base Words	Dividing Words into Base Words and Suffixes
34:2	<i>Life Cycle of a Butterfly</i>	Prefixes (un- and re-)	Adding Suffixes (-s, -ed, -ing) to Base Words	Dividing Words into Base Words and Suffixes
35:1	<i>The Ugly Duckling</i>	Prefixes (in-, im-, ir-, and ill-)	Adding Prefixes (un- and re-) to Base Words	Dividing Words into Prefixes and Base Words
35:2	<i>All About Water</i>	Suffix (-ly)	Adding Prefixes (in-, il-, im-, and ir-) to Base Words	Dividing Words into Prefixes and Base Words
36:1	<i>Frog's Bright Idea</i>	Suffixes (-or and -er)	Adding Suffixes (-ly) to Base Words	Dividing Words into Base Words and Suffixes
36:2	<i>Science Experiments</i>	Suffixes (-tion)	Adding the Suffixes (-er and -or) to Base Words	Dividing Words into Base Words and Suffixes