SyllaSense Decodable Readers - Scope and Sequence - Updated September 2025					
Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words [1]
Step 1: Cat Nap Nat Sat DECK-odables 1-30	- <a>/ă/[2] (e.g., "cat"), <o>/ŏ/ (e.g., "on") - <c>/k/, <g>/g/, <s>/s/ unvoiced (e.g., "sat") - <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/	- short vowel sounds in closed syllables - <c> as default grapheme for /k/[3]	- n/a	- concept of phrase and sentence[4] - period at end of complete sentence - exclamation mark - capitalization of proper nouns	- "a" (<a> typically pronounced as a *schwa*)[5]
Step 2: Pig Pit A Big Bug! DECK-odables 31-60	- <i>/ĭ/ (e.g., "sit"), <u>/ŭ/ (e.g., "fun") - <s>/z/ voiced (e.g., "is"), <b>/b/, <f>/f/	- n/a	- n/a	- comma	- n/a
Step 3: The Dip In the Bin DECK-odables 61-80	- consonant digraph <th>/TH/ voiced (only in "the")[6]	- concept of digraph	- n/a	- n/a	- "the" (<e> typically pronounced as a *schwa*) - "and" (<nd> is the only consonant cluster[6] in the Yellow Series, and is only used in "and")
Step 4: On the Rug The Pup DECK-odables 81-95	- <r>/r/, <l>/l/	- concept of liquid consonants[8]	- suffix <-s> (both /s/ and /z/) as third person singular verb present tense - concept of "base" (free base can stand alone as a word) and concept of "suffix"	- n/a	- n/a
Step 5: The Hot Dock Huck DECK-odables 96-105	- consonant digraphs <ck>/k/ and <ff>/f/ - <z>/z/	- use <ck> for /k/ at the end of a base after a single (short) vowel	- n/a	- n/a	- n/a

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Step 6: In Bed In the Bag DECK-odables 106-115	- <e>/ĕ/ (e.g., "bed") - <x>/ks/	- n/a	- n/a	- n/a	- n/a
Step 7: Pets Kick! DECK-odables 116-130	- <v>/v/ - <k>/k/	- <k> as /k/ (before <e>, <i>, or <y>)	- suffix <-s> (both /s/ and /z/) as plural	- n/a	- "to"
Step 8: Fun in the Mud! Mud! DECK-odables 131-140	- <w>/w/, <j>/j/ - consonant digraphs <zz>/z/, <ss>/s/, and <ll>/l/	- BOMP (Buzz Off Miss Pill) - double <z>, <f>, <s>, and <l> at the end of a base after a single (short) vowel	- n/a	- n/a	- n/a
Step 9: Run! Fox in the Sun DECK-odables 141-145	- <y>/y/ as a consonant (e.g., "yes")	- n/a	- n/a	- question mark	- n/a
Step 10: Max Kit, the Cat DECK-odables 146-150	- review of concepts	- n/a	- n/a	- n/a	- n/a
Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words [1]
Review Get Up Cat	- review of concepts	- n/a	- n/a	- n/a	- n/a
Step 1: The Log	- consonant digraph <th>/th/ unvoiced (e.g., "thin"), and <th>/TH/ voiced (e.g., "this" in addition to "the")	- n/a	- n/a	- ellipsis	- n/a

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Step 2: The Bath	- consonant digraph <sh>/sh/ (e.g., "ship")	- n/a	- n/a	- n/a	- n/a
Step 3a: The Hot Sun Fat Cat	- initial consonant clusters[6] with continuous sound as second phoneme (e.g., <pl>)	- n/a	- suffix <-s> as possessive	- apostrophe for possession	- n/a
Step 3b: Dad's Truck Red Dog	- initial consonant clusters with continuous sound as second phoneme (e.g., <tr>, <sn>)	- n/a	- n/a	- n/a	- "of"
Step 4: Red Dog in Mud Kids Can	- consonant digraph <ch>/ch/ (e.g., "chip") - 3 consonant cluster (e.g., <spl>, <scr>)	- unconventional spelling of "much" and "such"[9]	- n/a	- n/a	- n/a
Step 5: The Sled Frog at Pond	- final consonant clusters (e.g., <mp>, <st>, <nd> in addition to "and"[6])	- n/a	- suffix <-ing> as present participle[10]	- n/a	- "was"
Step 6: Fat Cat's Lunch The Trip	- initial consonant clusters with stop sound as second phoneme (e.g., <st>, <sp>)	- n/a	- n/a	- capitalization for emphasis	- n/a
Step 7: Spot, the Dog Cam	- <-ed>/t/ (e.g., "jumped"), /d/ (e.g., "called"), and /əd/ (e.g., "landed")	- concept of schwa (/ə/) in unstressed syllables [11]	- suffix <-ed> as past tense of a verb	- n/a	- n/a
Step 8: The Chick In the Bush	- consonant trigraph <-tch>/ch/ (e.g., "hatch") - <u>/o͝o/ (e.g., "bush")	- use <-tch> for /ch/ at the end of a base after a single (short) vowel - vc/cv words (e.g., "rabbit")	- suffix <-s> as possessive without apostrophe in "its" - doubling rule	- n/a	- n/a
Step 9a: The Ducks	- <ng>/ng/ (e.g., "long") - digraph <qu>/kw/ (e.g., "quick")	- n/a	- n/a	- quotation marks	- "said"

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Step 9b: The Chipmunk	- <nk>/nk/ (e.g., "think")	- <wa> (<a> as short /ŏ/ after <w>, e.g., "watch")	- n/a	- n/a	- n/a
Step 10: The Bridge	- trigraph <-dge>/j/ (e.g., "bridge")	- <al> (<a> as short /ŏ/ when followed by <l>, e.g., "tall") - use <-dge> for /j/ at the end of a base after a single (short) vowel	- n/a	- n/a	- "they"
Blue Series	**Grapheme/Phoneme Correspondence**	**Orthographic Conventions (Patterns and Generalizations)**	**Morphology**	**Punctuation/Text Features**	**High-Frequency Words**
Step 1: Sledding	- <o>/ō/ and <e>/ē/ in open syllables (e.g., "me", "go")	- long vowel sounds in open syllables	- n/a	- n/a	- "you"
Step 2: Fishing	- <y>/ī/ in stressed open syllables (e.g., "by", "my")	- n/a	- n/a	- n/a	- "your"
Step 3: At the Creek	- vowel digraph <ee>/ē/ (e.g., "tree")	- vowel digraph (two letters that represent 1 vowel sound) - flexibility with vowel sounds in v/cv words (e.g., "focus") and vc/v words (e.g., "visit")[13]	- n/a	- n/a	- n/a
Step 4: The Play Day	- vowel digraph <ay>/ā/ (e.g., "play")	- use <ay> for /ā/ at the end of a base	- n/a	- contraction "let's"	- n/a
Step 5: Recess	- consonant digraph <wh>/wh/ (e.g., "when") - <c>/s/ (e.g., "dance")	- <c> as /s/ (when followed by <e>, <i>, or <y>) (Note: the <e> might be a "marker <e>")[14]	- compound words	- n/a	- n/a

	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 6: Why?	- vowel digraph <ai>/ā/ (e.g., "tail")	- complete English words do not end in <v>, so a "marker <e>" is added	- n/a	- question/answer format	- "do"
Step 7: River Otters	- <er>/er/ (e.g., "otter")	- r-controlled vowel - <o> is often pronounced as /ŭ/ when followed by <v> (e.g., "love")	- suffix <-ed> attached to a noun to form an adjective (e.g., "webbed")	- n/a	- n/a
Step 8: Sports	- <or>/or/ (e.g., "sports")	- n/a	- n/a	- n/a	- "are"
Step 9: In the City	- <y>/ē/ in unstressed open syllables (e.g., "city")	- n/a	- n/a	- n/a	- "from" and "one"
Step 10: Bobcats	- n/a	- <ild>/īld/, <ind>/īnd/, <old>/ōld/, <ost>/ōst/ (e.g., "mild", "find", "bold", and "most")	- n/a	- n/a	- n/a
Teal Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 1: Jump!	- <o>/ō/ and <e>/ē/ in open syllables (e.g., "go", "me")	- long vowel sounds in open syllables	- n/a	- n/a	- "you"
Step 2: Fast!	- <y>/ī/ in stressed open syllables (e.g., "by", "my")	- n/a	- suffix <-es> as plural and third person singular (forms another syllable)	- n/a	- n/a
Step 3: Pancakes	- <a>/ā/ in VCe pattern (e.g., "cake")	- VCe pattern ("marker <e>" to mark preceding vowel as long)[14]	- compound words	-n/a	-n/a

Step 4: Hide!	- <i>/ī/ in VCe pattern (e.g., "hide") - <wh>/w/ (e.g., "when")	- n/a	- n/a	- contractions (e.g., "can't", "isn't")	- n/a
Step 5: The Camping Trip	- <o>/ō/ in VCe pattern (e.g., "close")	- n/a	- n/a	- n/a	- n/a
Step 6: The Race	- <e>/ē/ in VCe pattern (e.g., "these") - <c>/s/ in VCe pattern (e.g., "ice")	- <c> as /s/ (when followed by <e>, <i>, or <y>) - "marker <e>" to mark <c> as /s/	- n/a	- n/a	- n/a
Step 7: Yes! But…	- <u>/ū/[15] (e.g., "rule") and /yū/ (e.g., "use") in VCe pattern and open syllables (e.g., "music")	- flexibility with vowel sounds in v/cv words (e.g., "human") and vc/v words (e.g., "vanish")[13]	- n/a	- n/a	- n/a
Step 8: At the Park	- <ar>/ar/ (e.g., "car")	- r-controlled vowel - complete English words do not end in <v>, so a "marker <e>" is added[13]	- n/a	- n/a	- n/a
Step 9: Turn, Spin, and Twirl	- <ir>/er/ (e.g., "bird") and <ur>/er/ (e.g., "hurt")	- n/a	- n/a	- n/a	- "are"
Step 10: The Marsh	- n/a	- <ild>/īld/, <ind>/īnd/, <old>/ōld/, <ost>/ōst/ (e.g., "mild", "find", "bold", and "most")	- n/a	- n/a	- n/a

Red Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High Frequency Words
Step 1: Arctic Hares	- vowel digraph <oa>/ō/ (e.g., "coat") - <a>/ā/ (e.g., "basic")	- flexibility with vowel sounds (with a focus on <a>)	- n/a	- n/a	- n/a
Step 2: Up High	- vowel trigraph <igh>/ī/ (e.g., "high")	- n/a	- n/a	- n/a	- n/a
Step 3: Sea Glass	- vowel digraph <ea>/ē/ (e.g., "sea")	- n/a	- n/a	- n/a	- "many"
Step 4: In the Snow	- vowel digraph <ow>/ō/ (e.g., "snow")	- n/a	- n/a	- n/a	- "once" - content word: "ski"
Step 5: Space Tools	- vowel digraph <oo>/ū/$_{15}$ (e.g., "cool") - <i>/ī/ (e.g., "items")	- flexibility with vowel sounds (with a focus on <i>)$_{12}$	- n/a	- n/a	- content word: "Canadarm"
Step 6: Puppy!	- diphthongs <oi>/oy/ (e.g., "avoid") and <oy>/oy/ (e.g., "boy")	- use <oi> for /oy/ in initial and medial position, and <oy> for /oy/ at the end of a base	- n/a	- n/a	- "come"
Step 7: Orcas	- diphthong <ou>/ow/ (e.g., "out")	- n/a	- n/a	- n/a	- content words: "ocean" and "calf"
Step 8: Towers and Tunnels	- diphthong <ow>/ow/ (e.g., "cow")	- n/a	- n/a	- n/a	- "people"

| Step 9:
Books | - vowel digraph <oo>/o͝o/
(e.g., "look") | - n/a | - n/a | - n/a | - n/a |
| Step 10:
Clever Dolphins! | - digraph <ph>/f/
(e.g., "photo") | - consonant-le syllables | - n/a | - n/a | - "some"
- content word: "whistle" |

Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 1: The Cave	- VCe pattern review	- VCe pattern ("marker <e>" to mark preceding vowel as long)[13]	-n/a	-n/a	-n/a
Step 2: Puffins	- n/a	- 3 syllable words - stress and schwa review	- suffix <-y> as adjective: gives a sense of *characterized by* or *inclined to be*	- n/a	- "their"
Step 3: The Insect Hunt	- n/a	- n/a	- suffix <-er> as comparative (more)	- n/a	- n/a
Step 4: Cupcakes	- consonant digraph <wr>/r/ (e.g., "wrist")	- n/a	- suffix <-er> as an "agent" or "one who"	- n/a	- n/a
Step 5: Red Foxes	- n/a	- "marker <e>" as suffix cancellation (e.g., "sense")	- n/a	- n/a	- n/a
Step 6: Biking	- n/a	- n/a	- suffix <-ful>: gives a sense of *full* or *full of* - replace <e> suffixing convention	- n/a	- n/a

Step 7: The Tides	- n/a	- n/a	- suffix <-est> as superlative (the most)	- n/a	- "where" and "there"
Step 8: Niagara Falls	- <g>/j/ (e.g., "plunge")	- <g> as /j/ (when followed by <e>, <i>, or <y>)	- suffix <-ly>: gives a sense of *like* or *manner of*	- n/a	- content word:"Niagara"
Step 9: At the Lake	- consonant digraph <kn>/n/ (e.g., "knife")	- n/a	- prefix <un->: gives a sense of *reversal*, *removal*, or *deprivation*	- n/a	- n/a
Step 10: Fish	- <y>/ī/ (e.g., "gym")	- n/a	- prefix <re->: gives a sense of *back* or *again* - concept of bound base	- n/a	- content word: "ocean"

Notes on our Scope and Sequence

The Scope and Sequence chart indicates which concepts are introduced in each book. It is essential to pre-teach the concepts introduced in each book prior to reading. For example, before reading "Cat Nap," a student should already have been introduced to <a>/ă/, <o>/ŏ/, and the consonants included in the book. Pre-teaching concepts is critical to successful reading. The following notes correspond to the subscripts on our Scope and Sequence.

1. We use the term "High-Frequency Words" to describe words included in our text that contain concepts not yet introduced in our scope and sequence. These words are often referred to as "irregular". In most cases, the spelling and pronunciation of these words is not "irregular", but rather less common, or influenced by the fact that English is a "stressed timed" language (function words such as "the" and "a" are usually unstressed and include a "schwa" /ə/ rather than a short or long vowel sound). Later in the series, we also include a few "content" words that contain concepts not yet covered, but are key to the storyline or topic. The word "and" is also included in our High-Frequency Word column, due to the consonant cluster <nd>. Using the word "and" in our early books allows for more natural language structures and longer sentences.

2. Throughout the Scope and Sequence, we use angle brackets (<>) to indicate the pronunciation of letter names, and slash brackets (/ /) to indicate the pronunciation of letter sounds (phonemes).

3. Use <c> as the default grapheme for /k/. Use <k> for /k/ when followed by <e>, <i>, and <y>.

4. In our first few books, we have several pages that only contain phrases. As such, they do not have capitalization or ending punctuation. Full sentences (containing a subject and a predicate), are capitalized and use ending punctuation. In our DECK-odables, we sometimes use capitalization and exclamation marks for sentence fragments meant to show a strong or forceful emotion (e.g., "A mad cat!").

5. The "schwa" is a neutral, unstressed, non-distinct vowel sound. Many function words (such as a, the, and was) are pronounced with a schwa.

6. The concept that English graphemes often include more than one letter is an important concept to teach early in literacy instruction. Several consonant digraphs are introduced in the Yellow Series, including <th>/ TH/ voiced (exclusively in the word "the"). In the Green Series, additional digraphs are introduced, as well as additional words with <th> (both voiced and unvoiced).

7. Many resources use the term "consonant blends" rather than "consonant clusters". We use the term "consonant clusters" to refer to separate graphemes (letters) side by side, each representing a separate phoneme (sound). As mentioned above, the only consonant cluster introduced in the Yellow Series is <nd>, exclusively in the word "and". We introduce additional words with consonant clusters in the Green Series.

8. Liquid consonants (<l> and <r>) are consonant sounds with less obstructed air flow. There is not enough obstruction to cause friction, and as such, these sounds can be perceived as vowel-like. They can be hard to pronounce when speaking and reading, and hard to hear when doing sound analysis of a word. Some students need extra support with these consonants.

9. The words "such" and "much" do not follow regular spelling conventions (use digraph <-tch> for /ch/ at the end of a base after a single short vowel). Noting this upon introduction can help avoid confusion later when <-tch>/ ch/ is introduced.

10. We introduce the suffix <-ing> as a unit before we introduce the weld <ng>. Students tend to pick up <-ing> fairly quickly, but it can take some time and practice for them to isolate the <ng> heard within <-ing> and combine it with different vowel sounds.

11. In polysyllabic words, there will always be a stressed syllable. The vowel sound in unstressed syllables is a schwa, which is an indistinct vowel sound. Students can often hear the schwa in the suffix <-ed>, which is pronounced /əd/, not /ĕd/.

12. The Blue Series and the Teal Series are parallel series, of similar difficulty levels. They both start with open syllables, but then diverge. You can choose which series to begin with, depending on your scope and sequence.

13. When students come across a polysyllabic word, the first step should always be to find the base and remove any affixes. If there are still multiple syllables, students need to look at the vowels and be flexible with the sound they try. If one vowel sound doesn't work, they need to try a different vowel sound. Students need to be reminded that unstressed syllables may be pronounced as a schwa, so a straight long or short vowel sound may not always work when solving a word. This is why we encourage flexibility.

14. Many resources call this a "silent <e>", some call it a "final non-syllabic <e>". We refer to it as a "marker <e>". Marker <e> has many uses in English Orthography (e.g., indicates or "marks" a long vowel sound in the "vowel-consonant-<e>" words, softens a preceding <c>, etc.).

15. There are multiple ways to represent the long <u> phoneme. In this series, we use /ū/ (e.g., "rule" and "cool") and /yū/ (e.g., "cute").

16. If you have purchased the Teal and Red Series, you will see that some of the concepts from the Purple Series are now introduced in the Teal and Red. We have done this because educators have requested the introduction of more concepts at an earlier level in the series. The main focus of the Purple Series is now the introduction of a range of prefixes and suffixes. We are aware that the current Purple books do not reinforce all the concepts introduced in the Red and Teal Series - we will provide this consolidation practice when we write more Purple titles.