



SyllaSense Scope and Sequence

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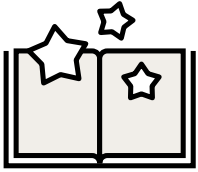


Scan for free, downloadable
support materials

Equip your classroom with tools that make structured literacy fun and effective!

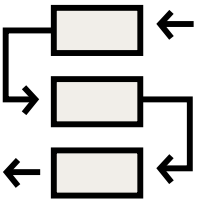
SyllaSense decodable texts support a systematic approach to teaching the building blocks of reading, while still keeping meaningful text and natural language structures at the forefront. Rooted in the Science of Reading, SyllaSense texts help teachers bridge foundational skills with meaningful literacy experiences.

About Our Series



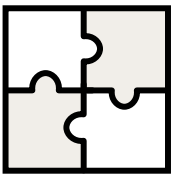
Meaningful and Engaging

SyllaSense texts are written with natural sounding language and include engaging topics and characters. The series contains both fiction and nonfiction titles. Texts are high-quality, durable, vibrant, and help develop a love of reading.



Well-Defined Scope and Sequence

SyllaSense has a well-defined, robust Scope and Sequence. Moving beyond simple grapheme/phoneme correspondence, the Scope and Sequence maps out orthographic conventions, concepts in morphology, punctuation/text features, and high-frequency words. While built on its own Scope and Sequence, SyllaSense works well with other common Scope and Sequences such as UFLI Foundations and Phonics Companion. A selection of correlation guides can be found on the website.



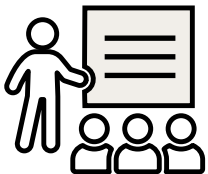
Complements Structured Literacy Programs

Structured Literacy Programs (such as UFLI and Phonics Companion) systematically and explicitly introduce core concepts such as grapheme/phoneme correspondence, orthographic conventions, and morphemes. SyllaSense texts support these programs by providing meaningful practice of these taught concepts.



Free Downloadable Teacher Resources

A wide range of free resources have been created to support the series. A Teacher Tip Sheet is available for each step of the Scope and Sequence. Other resources include pictureless books, one-page passages, editable games, background information sheets, and more. New resources are added on a regular basis.



Author

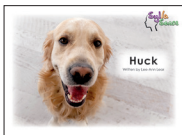
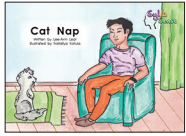
The series was created by Lee-Ann Lear, an Ontario educator with 22 years of classroom experience, including Kindergarten and Special Education. She has received training in Reading Recovery, Empower Reading, Orton-Gillingham, Structured Literacy, and Structured Word Inquiry. Her qualifications include Reading Specialist, Special Education Specialist, and she is an associate-level member of the Orton-Gillingham Academy.

SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High-Frequency Words ₁ and Content Words
Step 1: Cat Nap Nat Sat DECK-odables 001–030	- <a>/ă/ ₂ (cat), <o>/ö/ (on) - <c>/k/, <d>/d/, <g>/g/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <s>/s/, <t>/t/	- concept of <i>vowel</i> and <i>consonant phonemes</i> - short vowel phonemes in closed syllables		- concept of <i>phrase</i> and <i>sentence</i> ₃ - period at end of complete sentence - exclamation mark - capitalization of proper nouns	- a (<a> typically pronounced as a schwa)
Step 2: Pig Pit A Big Bug! DECK-odables 031–060	- <i>/ĭ/ (sit), <u>/ŭ/ (fun) - /b/, <f>/f/, <s>/z/			- comma	
Step 3: The Dip In the Bin DECK-odables 061–080					- and (<nd> is the only consonant cluster in the Yellow Series, and is only used in <i>and</i>) - the (<e> typically pronounced as a schwa)
Step 4: On the Rug The Pup DECK-odables 081–095	- <l>/l/, <r>/r/	- concept of <i>liquid consonant</i>	- suffix <-s> (both [s] and [z]) as third person, singular, present tense verb - concept of <i>base</i> and <i>suffix</i>		
Step 5: The Hot Dock Huck DECK-odables 096–105	- <z>/z/ - consonant digraphs <ck>/k/ and <ff>/f/	- concept of <i>consonant digraph</i> - use <ck> for /k/ at the end of a base after a single (short) vowel			
Step 6: In Bed In the Bag DECK-odables 106–115	- <e>/ĕ/ (bed) - <x>/ks/				
Step 7: Pets Kick! DECK-odables 116–130	- <k>/k/, <v>/v/		- suffix <-s> (both [s] and [z]) as plural		- to
Step 8: Fun in the Mud! Mud! DECK-odables 131–140	- <j>/j/, <w>/w/ - consonant digraphs <ll>/l/, <ss>/s/, and <zz>/z/	- BOMP (Buzz Off Miss Pill) — double <z>, <f>, <s>, and <l> at the end of a base after a single (short) vowel ₄			
Step 9: Run! Fox in the Sun DECK-odables 141–145	- <y>/y/ (yes)			- question mark	
Step 10: Max Kit, the Cat DECK-odables 146–150	- review of concepts				

Yellow Series

The Yellow Series consists of: **Yellow Circle**, **Yellow Square**, and **Yellow DECK-odables**.

● Yellow Circle ■ Yellow Square



Rat sits on Cat.



● Yellow Circle: Step 4 — On the Rug (40 Words)

Jazz fell in the wet mud.



■ Yellow Square: Step 8 — Mud! (52 Words)



at a tap



Fin and Fab sat.



The kids zig and zag
on the log.



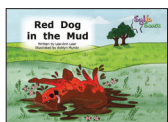
■ Yellow DECK-odables (150 Unique Cards)

SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Review: ● GCI: Get Up Cat	- review of concepts				
Step 1: ● GCI: The Log 📖 DECK-odables 001–010	- consonant digraph <th>/th/ unvoiced (<i>thin</i>), and <th>/TH/ voiced (<i>this</i>)			- ellipsis	
Step 2: ● GCI: The Bath 📖 DECK-odables 011–020	- consonant digraph <sh>/sh/ (<i>ship</i>)				
Step 3a: ● GCI: The Hot Sun ● GCP: Fat Cat 📖 DECK-odables 021–035	- initial consonant clusters with a continuous second phoneme (<i>flop</i>)	- concept of <i>consonant cluster</i> ₅	- suffix <-s> as possessive with apostrophe	- apostrophe	
Step 3b: ● GCI: Dad's Truck ● GCP: Red Dog 📖 DECK-odables 036–050	- additional practice of initial consonant clusters with a continuous second phoneme (<i>trip</i>)				- <i>of</i>
Step 4: ● GCI: Red Dog in the Mud ● GCP: Kids Can 📖 DECK-odables 051–060	- consonant digraph <ch>/ch/ (<i>chip</i>) - 3 consonant clusters (<i>scrub</i>)	- unconventional spelling of <i>much</i> and <i>such</i> ₆			
Step 5: ● GCI: The Sled ● GCP: Frog at the Pond 📖 DECK-odables 061–080	- final consonant clusters (<i>jump</i>)		- suffix <-ing> ₇		- <i>was</i>
Step 6: ● GCI: Fat Cat's Lunch ● GCP: The Trip 📖 DECK-odables 081–090	- initial consonant clusters with a stop second phoneme (<i>spot</i>)			- capitalization for emphasis	
Step 7: ● GCI: Spot, the Dog ● GCP: Cam 📖 DECK-odables 091–105		- concept of <i>stress</i> - concept of <i>schwa</i> [ə] in unstressed syllables	- suffix <-ed> as past tense of a verb, including [d] (<i>yelled</i>), [t] (<i>jumped</i>), and [əd] (<i>landed</i>)		
Step 8: ● GCI: The Chick ● GCP: In the Bush 📖 DECK-odables 106–120	- <u>/ōō/ (<i>bush</i>) - consonant trigraph <tch>/ch/ (<i>hatch</i>)	- vc/cv words (<i>rabbit</i>) - concept of <i>consonant trigraph</i> - use <tch> for /ch/ at the end of a base after a single (short) vowel	- doubling suffixing convention - suffix <-s> as possessive without apostrophe in <i>its</i>		
Step 9a: ● GCP: The Ducks 📖 DECK-odables 121–130	- <n>/ng/ (<i>long</i>) ₈ - consonant digraph <qu>/kw/ (<i>quick</i>)	- use <n> for /ng/ before /g/ ₈		- quotation marks	- <i>said</i>
Step 9b: ● GCP: The Chipmunk 📖 DECK-odables 131–140	- <a>/ō/ (<i>watch</i>)	- use <a> for /ō/ after /w/ - use <n> for /ng/ before /k/ (<i>think</i>) ₈			
Step 10: ● GCP: The Bridge 📖 DECK-odables 141–150	- consonant trigraph <dge>/j/ (<i>bridge</i>)	- use <dge> for /j/ at the end of a base after a single (short) vowel - use <a> for /ō/ before <l> (<i>tall</i>)			- <i>they</i>

Green Series

The Green Series consists of: **Green Circle — Illustrated**, **Green Circle — Photo**, and **Green DECK-odables**.

● Green Circle Illustrated (GCI)



● Green Circle Photo (GCP)



Duck sits on the log with Cat and Dog.



● Green Circle — Illustrated: Step 1 — The Log (51 Words)

Kim spotted a path in the bush. Jasmin stopped to check the map. The path led them to a pond.



● Green Circle — Photo: Step 7 — In the Bush (128 Words)



a thick sip



a big grin



Grip the rocks, Prim!



■ Green DECK-odables (150 Unique Cards)

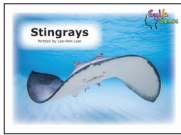
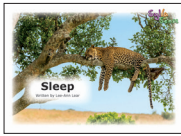
SyllaSense Blue Series ₉	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High-Frequency Words and Content Words
Step 1: ● Sledding ■ So Odd!	- <e>/ē/ (<i>me</i>) and <o>/ō/ (<i>go</i>)	- long vowel phonemes in open syllables		- colon (■ only)	- <i>you</i>
Step 2: ● Fishing ■ Try! Try! Try!	- <y>/ī/ (<i>by</i>)	- <y> is pronounced /ī/ in stressed open syllables			- <i>your</i>
Step 3: ● At the Creek ■ Sleep	- vowel digraph <ee>/ē/ (<i>tree</i>)	- concept of <i>vowel digraph</i> - flexibility with vowel sounds in v/cv words (<i>focus</i>) and vc/v words (<i>visit</i>) ₁₀			
Step 4: ● The Play Day ■ The Class Trip	- vowel digraph <ay>/ā/ (<i>play</i>)	- use <ay> for /ā/ at the end of a base		- contraction <i>let's</i>	
Step 5: ● Recess ■ At a Glance	- <c>/s/ (<i>recess, dance</i>) - consonant digraph <wh>/w/ (<i>when</i>)	- <c> is pronounced /s/ when followed by <e>, <i>, or <y> - concept of <i>marker <e></i>	- concept of <i>compound words</i>		
Step 6: ● Why? ■ On the Trail	- vowel digraph <ai>/ā/ (<i>tail</i>)	- complete English words do not end in <v>, so a marker <e> is added			- <i>do</i>
Step 7: ● River Otters ■ Muskrats	- <er>/er/ (<i>otter</i>)	- concept of <i>r-controlled vowel</i> - <o> is often pronounced /ū/ when followed by /v/ (<i>love</i>)	- suffix <-ed> as adjective (<i>webbed</i>)		
Step 8: ● Sports ■ Paint	- <or>/or/ (<i>sports</i>)				- <i>are</i>
Step 9: ● In the City ■ Trains	- <y>/ē/ (<i>city</i>)	- <y> is pronounced /ē/ in unstressed open syllables		- hyphen (■ only)	- <i>from</i> - <i>one</i>
Step 10: ● Bobcats ■ Stingrays	- <a>/ā/ (<i>baby</i>)	- <ild>/īld/ (<i>mild</i>) - <ind>/īnd/ (<i>find</i>) - <old>/öld/ (<i>bold</i>) - <ost>/öst/ (<i>most</i>)			

Blue Series

The Blue Series consists of: **Blue Circle** and **Blue Square**.

● Blue Circle

■ Blue Square



Did you expect to spot a skunk with its back legs up? We did not. If you spot this skunk, stand back!



■ Blue Square: Step 1 — So Odd! (145 Words)

"Let's play with the rings next," said Bree. "See if you can get the rings to stay on the pegs!" They all had fun tossing the rings on the pegs.



● Blue Circle: Step 4 — The Play Day (143 Words)

In the spring and summer, muskrats have litters of kits. In the beginning, a kit cannot see. It needs its mom to feed and protect it. Within six weeks, a kit can live all by itself.



■ Blue Square: Step 7 — Muskrats (156 Words)

If you are going a short way, you can hop on a city bus. The city bus will have plenty of stops along the street! You can push a button if you want to get off at the next stop.



● Blue Circle: Step 9 — In the City (164 Words)

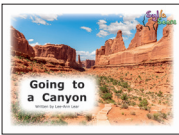
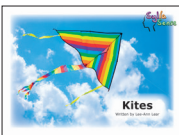
SyllaSense Teal Series ₉	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High-Frequency Words and Content Words
Step 1:  Jump!  Big and Small	- <e>/ē/ (<i>me</i>) and <o>/ō/ (<i>go</i>)	- long vowel phonemes in open syllables			- <i>you</i>
Step 2:  Fast!  My Kitten, Coco	- <y>/ī/ (<i>by</i>)	- <y> is pronounced /ī/ in stressed open syllables	- suffix <-es> as plural and as third person, singular, present tense verb		
Step 3:  Pancakes  Cake	- <a_e>/ā/ (<i>cake</i>)	- concept of <i>marker</i> <e> - in VCe pattern, marker <e> marks the preceding vowel as long	- concept of <i>compound words</i>		
Step 4:  Hide!  Kites	- <i_e>/ī/ (<i>hide</i>) - consonant digraph <wh>/w/ (<i>when</i>)			- contraction - hyphen ( only)	
Step 5:  The Camping Trip  Ropes	- <o_e>/ō/ (<i>close</i>)				- <i>do</i> ( only)
Step 6:  The Race  At the Lodge	- <c>/s/ (<i>ice</i>) - <e_e>/ē/ (<i>these</i>)	- <c> is pronounced /s/ when followed by <e>, <i>, or <y>			
Step 7:  Yes! But...  Music	- <u>/ū/ (<i>student</i>) and <u>/yū/ (<i>music</i>) - <u_e>/ū/ (<i>rule</i>) and <u_e>/yū/ (<i>use</i>)	- flexibility with vowel sounds in v/cv words (<i>human</i>) and vc/v words (<i>vanish</i>) ¹⁰		- colon ( only)	
Step 8:  At the Park  In the Dark	- <ar>/ar/ (<i>car</i>)	- concept of <i>r-controlled vowel</i> - complete English words do not end in <v>, so a marker <e> is added			
Step 9:  Turn, Spin, and Twirl  Going to a Canyon	- <ir>/er/ (<i>bird</i>) and <ur>/er/ (<i>hurt</i>)		- suffix <-ed> as an adjective (<i>webbed</i>) ( only)		- <i>are</i> - <i>your</i> ( only)
Step 10:  The Marsh  Sandhill Cranes	- <i>/ī/ (<i>item</i>) ( only)	- <ild>/īld/ (<i>mild</i>) - <ind>/īnd/ (<i>find</i>) - <old>/ōld/ (<i>bold</i>) - <ost>/ōst/ (<i>most</i>)			

Teal Series

The Teal Series consists of: **Teal Circle** and **Teal Square**.

● Teal Circle

■ Teal Square



Jets fly fast in the sky.
If you go on a jet, the trip
will be swift!



● **Teal Circle:** Step 2 — Fast! (136 Words)

Ropes can be attached to a
slope to make it safe. Hanging
onto this rope can help you
get to the top.



■ **Teal Square:** Step 5 — Ropes (172 Words)

This park has big rides that will
give you a thrill if you like
going fast. These cars take you
up the hills, then you fly along
the track!



● **Teal Circle:** Step 8 — At the Park (177 Words)

In the spring, sandhill crane
chicks hatch. Before long, the
chicks can swim, but they still
can't survive by themselves.
Adults take care of the chicks
by finding them insects and grubs.



■ **Teal Square:** Step 10 — Sandhill Cranes (177 Words)

SyllaSense Red Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 1: ● Arctic Hares	- vowel digraph <oa>/ō/ (<i>coat</i>)				
Step 2: ● Up High	- vowel trigraph <igh>/ī/ (<i>high</i>)	- concept of <i>vowel trigraph</i>			
Step 3: ● Sea Glass	- vowel digraph <ea>/ē/ (<i>sea</i>)				- <i>many</i>
Step 4: ● In the Snow	- vowel digraph <ow>/ō/ (<i>snow</i>)				- <i>once</i> - <i>ski</i>
Step 5: ● Space Tools	- <i>/ī/ (<i>items</i>) (also introduced in Teal ■, Step 10) - vowel digraph <oo>/ū/ (<i>cool</i>)				- <i>Canadarm</i>
Step 6: ● Puppy!	- vowel digraphs <oi>/oi/ (<i>avoid</i>) and <oy>/oi/ (<i>boy</i>)	- use <oy> for /oi/ at the end of a base			- <i>come</i>
Step 7: ● Orcas	- vowel digraph <ou>/ou/ (<i>out</i>)				- <i>calf</i> - <i>ocean</i>
Step 8: ● Towers and Tunnels	- vowel digraph <ow>/ou/ (<i>cow</i>)				- <i>people</i>
Step 9: ● Books	- vowel digraph <oo>/ō̄/ (<i>look</i>)				
Step 10: ● Clever Dolphins!	- consonant digraph <ph>/f/ (<i>photo</i>)	- consonant-le syllables			- <i>some</i> - <i>whistle</i>

Red Series

The Red Series consists of: **Red Circle.**

● Red Circle

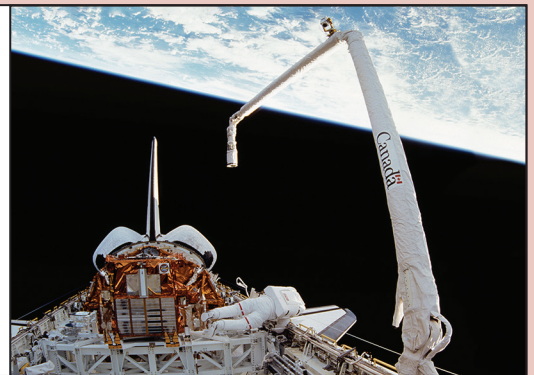


From the top of a high cliff,
you might see birds in flight
or a floating boat. Stay safe,
and watch your step!



● Red Circle: Step 2 — Up High (177 Words)

The Canadarm is cool! It was
made to mimic a human arm
with an elbow. It had a Kevlar
coating to keep it from getting
too hot or too cold. In 1981,
it was sent into space.



● Red Circle: Step 5 — Space Tools (186 Words)

A dolphin is able to use sound
to find its way. It will make a
clicking sound, and then track
how long it takes for the sound
to bounce back. This helps the
dolphin "look at" the things
around it.



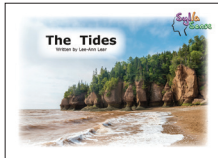
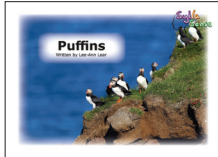
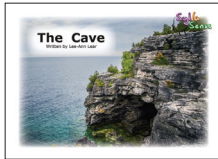
● Red Circle: Step 10 — Clever Dolphins! (189 Words)

SyllaSense Purple Series ₁₁	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High-Frequency Words and Content Words
Step 1: ● The Cave	- review of concepts				
Step 2: ● Puffins		- bases with 3 syllables - stress and schwa review	- suffix <-y> as adjective: gives a sense of <i>characterized by</i> or <i>inclined to be</i>		- <i>their</i>
Step 3: ● The Insect Hunt			- suffix <-er> as comparative (more)		
Step 4: ● Cupcakes	- consonant digraph <wr>/r/ (<i>wrist</i>)		- suffix <-er> as agent: gives a sense of <i>one who</i> or <i>something that</i>		
Step 5: ● Red Foxes		- marker <e> as suffix cancellation (<i>dense</i>)			
Step 6: ● Biking			- suffix <-ful> as adjective: gives a sense of <i>full</i> or <i>full of</i> - replace <e> suffixing convention		
Step 7: ● The Tides			- suffix <-est> as superlative (the most)		- <i>there</i> - <i>where</i>
Step 8: ● Niagara Falls	- <g>/j/ (<i>plunge</i>)	- <g> is often pronounced /j/ when followed by <e>, <i>, or <y>	- suffix <-ly> as adjective and adverb: gives a sense of <i>like</i> or <i>manner of</i>		- <i>Niagara</i>
Step 9: ● At the Lake	- consonant digraph <kn>/n/ (<i>knife</i>)		- concept of <i>prefix</i> - prefix <un->: gives a sense of <i>reversal</i> , <i>removal</i> , <i>deprivation</i> , or <i>negation</i>		
Step 10: ● Fish	- <y>/i/ (<i>gym</i>)		- prefix <re->: gives a sense of <i>back</i> , <i>again</i> , or <i>undoing</i> - concept of <i>bound base</i>		- <i>ocean</i>

Purple Series

The Purple Series consists of: **Purple Circle.**

● Purple Circle



When the time was up, Dad got the cupcakes from the oven. Jordan added white frosting to the top. Then Jordan wrapped them up for Grandad and wrote him a note.

"We did a fantastic job!" said Jordan.



● Purple Circle: Step 4 — Cupcakes (201 Words)

Red foxes have whiskers on their legs. These whiskers help them to find their way in long grass and dense bushes. The whiskers also help foxes to sense animals when they are hunting.



● Purple Circle: Step 5 — Red Foxes (210 Words)

It is a myth that all fish need to remain in the water to stay alive. A small number of fish can live in water and on land. Mudskippers live in the water when the tide is in, and on land the rest of the time. They have strong, helpful fins that pull them across the muddy sand and help them to jump and scale rocks.



● Purple Circle: Step 10 — Fish (249 Words)

Glossary of Key Terms

Foundational Language Terms

Scope and Sequence: A document that lays out the elements covered in a series or instructional program, and the order in which they are introduced.

Scope Element: An English-language concept in a Scope and Sequence — a grapheme/phoneme correspondence, an orthographic convention, a morphological concept, a punctuation/text feature, or a high-frequency/content word.

Sequence: The ordered progression in which Scope elements are introduced across the Scope and Sequence.

Decodable Text: A controlled text that follows a defined Scope and Sequence. Only taught concepts are included in each text, and previous concepts are reviewed.

Grapheme/Phoneme Correspondence: The relationship between written graphemes and the phonemes they represent. Using these terms from the very beginning of instruction reduces confusion later when students learn that multiple letters can work together to make one sound (e.g., digraphs).

Grapheme: *graph-* (process of writing or recording) plus *-eme* (unit of language). A unit of a writing system, made of a single letter or a combination of letters. A grapheme often represents a phoneme, but it can also do other jobs such as marking pronunciation or indicating a historical relationship (e.g., <a> can represent /ă/, <tch> represents /ch/, the <e> in *cake* marks the preceding vowel as long, and the <l> in *talk* marks an etymological link to *tale*).

Digraph: A grapheme comprised of two letters representing one phoneme. Teaching digraphs early helps students grasp that graphemes commonly consist of more than one letter.

Consonant Digraph: A grapheme comprised of two letters representing one consonant phoneme (e.g., <ck> represents the consonant phoneme /k/).

Vowel Digraph: A grapheme comprised of two letters representing one vowel phoneme (e.g., <ow> can represent the vowel phoneme /ō/).

Trigraph: A grapheme comprised of three letters representing one phoneme.

Consonant Trigraph: A grapheme comprised of three letters representing one consonant phoneme (e.g., <tch> represents the consonant phoneme /ch/).

Vowel Trigraph: A grapheme comprised of three letters representing one vowel phoneme (e.g., <igh> represents the vowel phoneme /ī/).

Consonant Cluster: Two or more consonant graphemes side by side, each representing its own phoneme (e.g., *flop*, *scrub*, *jump*).

Marker <e>: A marker is a grapheme that does not represent a phoneme but instead does a job or tells a story about the word. Marker <e> (sometimes called “silent <e>”) is a common marker in the English language. It has many jobs in English orthography: marking a long vowel in vowel-consonant-<e> words, softening a preceding <c> or <g>, cancelling a plural <s>, and more.

Phoneme: *phone-* (to sound or speak) plus *-eme* (unit of language). The smallest unit of speech in words (e.g., to read *cat*, blend the phonemes /k/, /ă/, /t/). In speech, when a phoneme changes, the word and its meaning also change (e.g., the phonemes /r/ and /k/ differentiate meaning in the words *ran* and *can*).

Stop Phoneme: A consonant phoneme where the airflow is stopped during articulation. The stop phonemes (e.g., /b/, /p/, /d/, /t/, /g/, and /k/) should be pronounced in a clipped way; extending them adds an unwanted “uh” sound. Because of their plosive nature, these phonemes cannot be held, making them more difficult for early readers to blend.

Continuous Phoneme: A phoneme made with a continuous flow of air through the mouth or nose. These include all vowel phonemes plus /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, and /z/. Continuous sounds are easier to blend because they can be held (e.g., *man* is easier to blend than *pot*).

Voiced Phoneme: A phoneme articulated with vibrating vocal cords. All vowel phonemes plus /b/, /d/, /g/, /j/, /l/, /m/, /n/, /r/, /v/, /y/, and /z/ are voiced. A hand on the throat can feel the vibration.

Unvoiced Phoneme: A phoneme articulated with no vocal-cord resonance. The phonemes /k/, /f/, /h/, /p/, /s/, and /t/ are unvoiced, so no throat vibration is felt.

Vowel Phoneme: A phoneme that is continuous, voiced, and produced with **unobstructed airflow** — the key defining feature distinguishing it from a consonant. Every spoken syllable contains a vowel phoneme, usually represented by at least one vowel grapheme (typically <a>, <e>, <i>, <o>, <u>, and sometimes <y>).

Consonant Phoneme: A phoneme with partial or complete obstruction of airflow (e.g., /b/, /k/, /d/, /f/, etc.).

Liquid Consonant: A consonant phoneme (/l/ and /r/) with less obstructed airflow — not enough obstruction to cause friction, so they can be perceived as vowel-like. They can be difficult to pronounce and to hear during sound analysis.

Stress: The natural emphasis placed on certain words or syllables. English is a **stress-timed language**: stressed syllables are perceived as occurring at regular intervals, creating a natural “rhythm” in our speech. Unstressed syllables are often said faster to help maintain this rhythm, and the vowels in these syllables are reduced to a schwa. Polysyllabic words have a primary-stress syllable.

Schwa [ə]: The non-distinct, neutral vowel sound of an unstressed syllable or word — it does not sound like any main vowel in isolation. It is *not* the same as short /ü/ (the mouth is in a different position; compare up vs. balloon). Many function words (e.g., *a*, *the*, *was*) are pronounced with a schwa.

Etymology: The study of the history and origin of words.

Root: A term that refers to the etymological (historical) source of the base element.

Morpheme: *-morph* (form or shape) plus *-eme* (unit of language). The smallest meaningful units of language. Written and spoken words in English are formed by combining structural units called morphemes.

Morphology: The study of morphemes and how they combine to form words. Because English is morphophonemic (incorporates both morphological and phonemic information), morphology should be treated as the framework and foundation of written and spoken words from the very beginning of instruction.

Element: A written morpheme is called an element.

Base: A structural element that forms the foundation of a written word and holds its core meaning; it contains no prefixes or suffixes. Bases have an orthographic denotation (a general “sense”) rather than a strict dictionary definition. Every word has a base or is a base.

Free Base: A base that functions independently/forms a complete English word on its own (e.g., <pack>, <for>, <the>).

Bound Base: A base that requires at least one affix to form an English word (e.g., <struct>, as in *con* + *struct* + *ion*).

Compound Word: A word combining two or more base elements that together form a new meaning (e.g., *snow* + *man*, *sail* + *boat*, *basket* + *ball*, *bank* + *rupt*).

Affix: A morpheme attached before or after a base (e.g., <un->, <-ing>, <-ful>). Prefixes and suffixes are both affixes.

Prefix: A morpheme attached **before** a base that can shift or intensify the meaning of the base (e.g., <un->, <re->). A single prefix can carry more than one sense, so absolute language (e.g., <re-> means “again”) should be avoided.

Suffix: A morpheme attached **after** a base that often changes the grammatical structure or sense of a word (e.g., *jumping*, *helper*, *avoidable*).

Suffixing Conventions: Consistent spelling conventions applied when attaching suffixes to bases.

Doubling: When adding a vowel suffix to a one-syllable word (or a stressed syllable) that ends in a single vowel followed by a single consonant, double the final consonant before adding the vowel suffix (e.g., *run* + *ing* → *running*; *skip* + *ed* → *skipped*; *begin* + *ing* → *beginning*, because the stress is on the second syllable). This convention does not apply to unstressed syllables (e.g., *open* + *ing* → *opening*). Note: In English, <x> is never doubled.

Replace <e>: Replace a final “marker <e>” when attaching a vowel suffix (e.g., *dance* + *er* → *dancer*; *give* + *ing* → *giving*) — unless the <e> is still needed, as in *notice* + *able* → *noticeable*, where the <e> is retained to keep the <c> soft.

Change <y> to <i>: When attaching a suffix to an element ending with the single grapheme <y>, replace the <y> with an <i> unless the suffix starts with an <i> (e.g., *try* + *ed* → *tried*, *try* + *ing* → *trying*). Use <-es> (rather than <-s>) for plural and for third person singular present tense after replacing a single grapheme <y> with <i> (e.g., *try* + *es* → *tries*).

Syllable Types: A set of categories (originating with Noah Webster, 1806) often listed in scope and sequences for reference. English is **not** structured by syllable types — a study of morphology and etymology gives a more accurate understanding of how words are pronounced and spelled.

Closed Syllable: A syllable in which a single vowel is followed by one or more consonants; the vowel makes its short sound (e.g., *cat*, *flip*, *hush*, *stop*, *stuck*, *patch*).

Open Syllable: A syllable ending in a single vowel; the vowel makes its long sound (e.g., *go*, *he*, *my*, or *ta-* in *ta-ble*).

Vowel-Consonant-e: A syllable that includes the marker <e> marking the preceding vowel as long (e.g., *cake*, *these*, *smile*).

R-Controlled Vowel: A syllable that includes an <r> that follows one or more vowels; the <r> controls the vowel sound (e.g., <ar> in *far*, <er> in *her*, <ear> in *bear*).

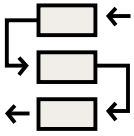
Vowel Digraph/Vowel Team: A syllable that includes two or more letters working together to make one vowel phoneme (e.g., *eat*, *boat*, *day*, *snow*).

Consonant-le Syllable: A final syllable in a polysyllabic word formed by a consonant + *le* (e.g., <ble> in *table*, <tle> in *little*, <gle> in *gurple*).

Sentence: Sentences typically contain a subject (the who or what) and a predicate (what the subject does or is). They begin with a capital letter and end with punctuation.

Phrase: A phrase is a word or group of words that works as a unit, often to represent a part of speech. For instance, a noun phrase represents a noun (e.g., *the big dog*). Phrases do not need capitalization at the start or punctuation at the end; however, capitalization and punctuation can be added to show strong or forceful emotion.

SyllaSense Structure



Scope and Sequence Categories:

Each Step is described across: (1) Grapheme/Phoneme Correspondence; (2) Orthographic Conventions (Patterns and Generalizations); (3) Morphology; (4) Punctuation/Text Features; (5) High-Frequency Words and Content Words.

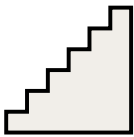
Series:



One of the six colour-coded divisions of our Scope and Sequence:



(Note: The Blue and Teal Series are parallel and of similar difficulty. Both begin with open syllables and then diverge, so either may be taught first.)



Step:

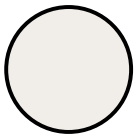
A numbered subdivision within a series. Each Step is described across the five category columns. There are 10 Steps in each colour series. (Note: The Green Series begins with a review step, and splits Steps 3 and 9 into 3a/3b and 9a/9b.)



Set:

A pack of 10 titles (or a pack of DECK-odables) within a series which typically includes 1 title at each step. We currently have Circle Sets and Square Sets available.

Circle Sets:



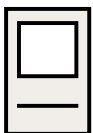
The original sets of SyllaSense decodable books written to follow our Scope and Sequence. There are 7 Circle Sets of 10 titles each available: Yellow Circle, Green Circle — Illustrated, Green Circle — Photo, Blue Circle, Teal Circle, Red Circle, and Purple Circle. The entire series of Circle Sets includes 70 different titles.

Square Sets:



Additional sets of SyllaSense decodable books written to follow the same Scope and Sequence as the Circle Sets, allowing for additional practise of the same series concepts. Once writing is complete, there will be 6 Square Sets (one for each colour series), each containing 10 titles. As of the fall of 2026, 3 Square Sets of 10 titles each are available: Yellow Square, Blue Square, and Teal Square. (See our Series Mapping Document at www.syllasense.com/decodable-books for information on published sets and our anticipated release schedule.)

DECK-odables:



A set of 150 unique 5"x7" cards each consisting of a photo and a decodable word, phrase, or sentence. DECK-odables follow the same Scope and Sequence as our SyllaSense decodable books and can be used for decoding practice, oral language discussions, games, and much more.

Footnotes

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 are 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 (e.g., *Canadarm*). The word *and* is also included in our High-Frequency Words and Content Words column, due to being introduced before teaching consonant clusters. Using the word *and* in our early books allows for more natural language structures and longer sentences.
2. Throughout the Scope and Sequence, angle brackets (< >) are used to tell the reader to say the letter names, and slash brackets (/ /) are used to tell the reader to pronounce the letter sounds (phonemes).
3. In our first few books, several pages contain phrases rather than sentences. As such, they lack capitalization or ending punctuation. Full sentences (containing a subject and a predicate) are capitalized and have 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!*).
4. BOMP (Buzz Off Miss Pill) is a mnemonic used for the doubling pattern: double <z>, <f>, <s>, and <l> at the end of a base after a single (short) vowel (e.g., *buzz*, *off*, *miss*, *pill*, *class*, *tell*). This convention is also referred to as FLOZ, “the floss rule”, or the mnemonic “Jeff Will Pass Buzz”.
5. We use the term “consonant cluster” instead of “blend”. Consonant clusters refer to separate graphemes 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 when the concept is introduced in the Green Series.
6. 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.
7. We introduce the suffix <-ing> as a morpheme before we introduce the <n>/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.
8. <n> is pronounced as the phone [ŋ] after a velar consonant (i.e., /g/ or /k/). The phoneme representation of this is /ng/. If mapping the word *sing*, you would record /s/, /i/, /ng/, /g/ (in some dialects, the /g/ would be reduced or not pronounced). In the word *sunk*, you would record /s/, /ü/, /ng/, /k/.
9. The Blue Series and the Teal Series are parallel series of similar difficulty levels. They both start with open syllables, but then diverge. Choose which series to begin with, depending on your scope and sequence. Both series are prerequisites for the Red Series.
10. 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 phoneme they try. If one vowel phoneme doesn’t work, they need to try a different vowel phoneme. Students need to be reminded that unstressed syllables may be pronounced as a schwa, so the common long or short vowel phoneme may not always work when solving a word. This is why we encourage flexibility.
11. Some concepts from the Purple Series have now been introduced in the Teal and Red Series. This change was made because educators requested that more concepts be introduced earlier in the series. The main focus of the Purple Series is now to introduce a range of prefixes and suffixes.





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