

DECODING SCOPE AND SEQUENCE

Books from the [HOT ROD Series](#) (Higher Order Thinking through the Reading of Decodables) from [Word Travel Press](#) can be used to supplement any reading program but were specifically designed to support Orton-Gillingham based instruction. Look at the scope and sequence below to ensure the story you selected aligns with your student's current decoding level. If not, the story can still be used, but words that contain patterns that have not been introduced to the student may need to be taught using a similar strategy to what is used for learned words. Learned words must be introduced prior to reading as whole words because they are phonetically irregular and cannot be decoded. Use the procedure of [Copy and Memorize](#) to commit these words to memory.

Some of the books in Set One may contain more learned words than are traditionally taught to beginning readers. That is because those books are intended for older readers who struggle with decoding but often have a higher sight word vocabulary than younger readers.

These stories and poems were designed as a review and consolidation of concepts. They may be used at any point after sounds have been introduced, therefore, books from earlier sets are still appropriate for students working at higher levels. Because the stories incorporate the [Pair and Share](#) strategy with more difficult segments read aloud by a partner, students can circle back to stories as their decoding skills improve and read them independently. Many of the books contain poems that naturally lend themselves to repeated readings.

The following scope and sequence aligns most closely with the *Sounds In Syllables Program* for reading intervention. For more information about that program, visit the Multisensory Training Institute of New Mexico at <https://mlti-nm.com/>.

Set One – Closed Syllables

Consonants: Single consonants: b, c = /k/, d, f, g, h, j, k, l, m, n, p, r, s=/s/ and /z/, t, v, w, x, y, z

Digraphs: ff, ll, ss

Initial and Final blends: br, bl, cr, cl, dr, fl, str, spl, -ct, -rt, -st, etc.

Vowels: Closed (short) vowel sounds: a = /ă/

e = /ĕ/

i = /ĭ/

o = /ŏ/

u = /ŭ/

Schwa in words like **a, the** and in the second half of two-syllable words. Students can read words that are divided for them, but may not be dividing words yet independently.

Suffix: -s = /s/ and /z/

Note: A limited number of open (long) vowel sounds are sprinkled into the readings and should be taught as learned words if the student is not familiar with them: *I, be, he, me, we, she, go, no, so*.

Set Two – Open Syllables (in One-Syllable Words), Consonant Digraphs, Vowel Digraphs (ee,oo), Combinations (qu, wh)

Consonants: Single consonants: n(k) = /ng/

Digraphs, Trigraphs: ng, sh, ch and tch = /ch/, ck, th (voiced and unvoiced)

Combination: wh, qu

Vowels: Digraphs: ee = /ē/, oo = /ō/

Open (long) vowel sounds in one-syllable words: I, be, he, me, we, she, go, no, so.

a = /ā/

e = /ē/

i = /ī/

o = /ō/

u = /ū/

Suffix: -ing, -ness, -less, -es

Set Three – Final Stable Syllables (Consonant-le), Open syllables (in two-syllable words)

Final Stable Syllables: -ble, -cle, -dle, -fle, -gle, -kle, -ple, -sle, -tle, -zle, -ture, -tion

Vowels: a before w = /ǒ/

Open (long) vowel sounds in two-syllable words: a = /ā/

e = /ē/

i = /ī/

o = /ō/

u = /ū/ or /ō/ after l, r

Concepts: final silent e (ve, se), doubling rule

Suffix: -er, -ed=/ed/, /d/, /t/

Set Four – R-controlled Vowels

Vowels: Combinations (r controlled): or = /or/

ar = /ar/

er, ir, ur = /er/

Set Five – Vowel-Consonant-silent e

Vowels: a_e = /ā/

e_e = /ē/

i_e = /ī/

o_e = /ō/

u_e = /ū/ or /ō/ after l, r

Set Six – Common Vowel Teams

Consonants: Single consonants: soft c = /s/, g = /j/

Digraphs, trigraphs = dge = /j/, wr = /r/

Vowels: Single vowels: y = /ī/

y = /ē/

a = /ū/

a = /au/ before l

Digraphs, Trigraphs: ea = /ē/
ai = /ā/
ay = /ā/
ow = /ō/
oa = /ō/
oe = /ō/
igh = /ī/
au, aw = /au/
oo = /oo/

Diphthongs: oi, oy = /oi/

ou, ow = /ou/

Combination: wor, war = /wer/

ar = /er/

or = /er/

Concepts: dropping rule, kind-old-words, Vr as r-controlled versus closed or Vre

Suffix: ly, y, ful, ward

Set Seven – Less Regular Vowel Teams

Consonants:

Digraphs: ph = /f/

ch = /k/ and /sh/

kn, gn, pn = /n/

Vowels: Single vowel: y = /ī/, o = /u/

Digraphs, Trigraphs, etc: ea = /ě/, /ā/

ei = /ē/, /ā/

ue = /ū/

ie = /ī/, /ē/

ey = /ē/

eu = /ū/

ew = /ū/

ey = /ē/, /ā/

ou = /oo/

eigh = /ā/

VCe: y_e = /ī/

Combination: ear = /ēr/, /ar/

Concepts: changing rule

Suffix, Prefix, Root: various structures from Greek

Final Stable Syllables: -cian, -sion, -tious, -age