

HD Word Scope and Sequence

Unit	Lesson 1	Lesson 2	Lessons 3 & 4	Lesson 5
Book 1	Oral Reading	Phonemic Awareness	Phonics Concepts Days 1 & 2	Student Practice
1	<ul style="list-style-type: none"> Introduction to <i>HD Word</i> Importance of reading accurately 	<ul style="list-style-type: none"> Definition of a Phoneme Short Vowel Phonemes Segmenting Phonemes 	<ul style="list-style-type: none"> Reading Single-Syllable Closed Syllable Words Reading Single-Syllable Closed Syllable Words with Digraphs 	<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"> Word Sort Detective Work Phrases to Read (<i>Foundations</i> only) Sentences to Read Optional extension activity <p>In the Student Practice activities, students are presented with words that are decodable according to the <i>HD Word Scope & 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	<p>Each unit from 2–33 begins with three one-minute timed oral readings.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Segmenting Phonemes and Identifying Short Vowel Phonemes 	<ul style="list-style-type: none"> Reading Single-Syllable Closed Syllable Words with 2-Sound Blends and Digraph Blends 	
3		<ul style="list-style-type: none"> Short Vowel Phonemes: Segmenting, Substituting, and Blending 	<ul style="list-style-type: none"> Reading Single-Syllable Closed Syllable Words with Trigraphs and 3-Sound Blends 	
4		<ul style="list-style-type: none"> Short Vowel Phonemes: Segmenting, Adding, and Substituting 	<ul style="list-style-type: none"> Reading 2- and 3-Syllable Words with Closed Syllables 	
5		<ul style="list-style-type: none"> Short and Long Vowel Phonemes: Segmenting and Substituting 	<ul style="list-style-type: none"> Reading Single-Syllable Open Syllable Words Reading 2- and 3-Syllable Words with Closed and Open Syllables 	
6		<ul style="list-style-type: none"> Identifying Sounds of Schwa 	<ul style="list-style-type: none"> Schwa in 2-, 3-, and 4-Syllable Words with Closed and Open Syllables 	
7		<ul style="list-style-type: none"> Short and Long Vowel Phonemes: Segmenting and Blending 	<ul style="list-style-type: none"> Reading Single-Syllable VCE Words Reading 2-, 3-, and 4-Syllable Words with Closed, Open, and VCE Syllables 	
8		<ul style="list-style-type: none"> Short and Long Vowel Phonemes: Segmenting, Substituting, and Deleting 	<ul style="list-style-type: none"> Reading 2-Syllable Words with VCE Spelling Schwa Reading 2-, 3-, and 4-Syllable Words with Closed, Open, and VCE Syllables (with and without Schwa) 	
9		<ul style="list-style-type: none"> Short and Long Vowel Phonemes: Segmenting, Substituting, and Blending 	<ul style="list-style-type: none"> 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> 	
10		<ul style="list-style-type: none"> Short and Long Vowel Phonemes: Segmenting, Adding, and Deleting 	<ul style="list-style-type: none"> Less Common Vowel Team Spellings: <i>long e (ie, ey)</i> Cumulative Review of Vowel Team Spellings (Long Vowels) 	
Book 2				
11	<p>The Oral Reading Fluency procedure continues in each unit from 2–33.</p>	<ul style="list-style-type: none"> R-Controlled Phonemes /ar/ and /or/: Segmenting and Blending 	<ul style="list-style-type: none"> Reading 1 – 3-Syllable Words with /or/ spelled or and /ar/ spelled ar 	<p>The Student Practice activities include:</p> <ul style="list-style-type: none"> Word Sort Detective Work Phrases to Read (<i>Foundations</i> only) Sentences to Read Optional extension activity
12		<ul style="list-style-type: none"> R-Controlled Phonemes /ar/ and /or/: Segmenting and Substituting 	<ul style="list-style-type: none"> Reading 1 – 3-Syllable Words with /or/ spelled or, our, ore, oor, and oar Reading 1 – 3-Syllable Words with /är/ spelled ar, are, air, and ear 	
13		<ul style="list-style-type: none"> R-Controlled Phoneme /er/: Segmenting and Blending 	<ul style="list-style-type: none"> Reading 1 – 3-Syllable Words with /er/ spelled er, ir, ur, and ear 	
14		<ul style="list-style-type: none"> Cumulative Review of Long, Short, and R-Controlled Vowels: Segmenting, Adding, and Deleting 	<ul style="list-style-type: none"> Reading 2-, 3-, and 4-Syllable Words with /er/ spelled ar and or Cumulative Review of 2–4 Syllable Words with r-controlled vowel phonemes /ar/, /or/, and /er/ 	

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