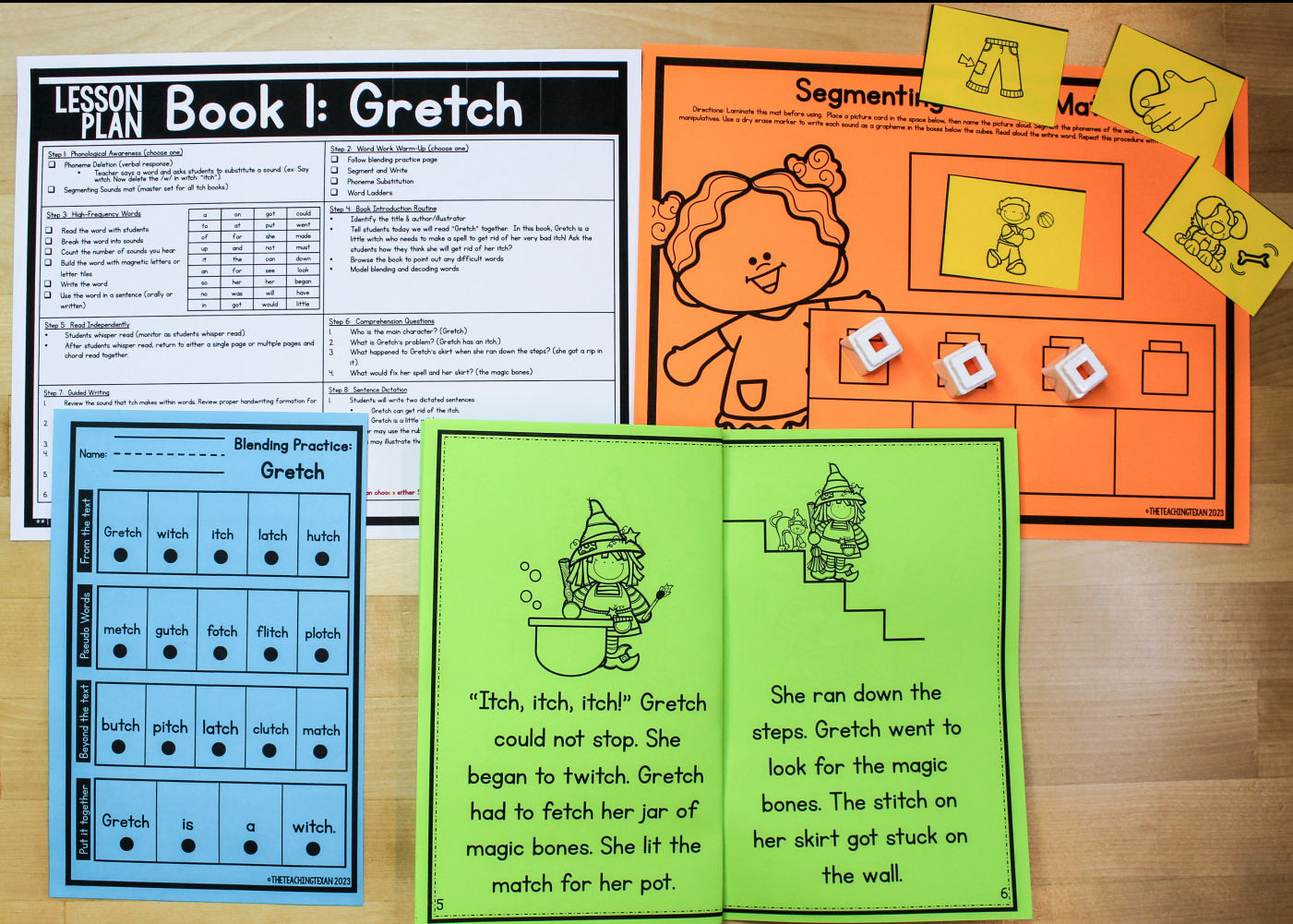


Aligned to the Science of Reading



SCOPE & SEQUENCE

The purpose of a decodable reader is to provide your students with words they can decode based on the letter-sound combination you're explicitly teaching them.

I suggest starting from where your student currently is and moving forward from there. the skills in each set are meant to build upon each other in a systematic way. The books progressively get longer and include skills from the set prior based on this scope and sequence.

Ex. Silent E books will have silent E words, as well as the skills PRIOR (digraphs, blends, short vowels).

The grade levels are just suggestions and a guide for teaching these phonics skills to your students. Use them in an order based on your own school's scope and sequence, or the reading development of your students.

kindergarten
















































































- consonants
- short vowel CVC words
- beginning blends
- digraphs
- silent E

1st grade

- R-controlled vowels
- double final consonants
- soft c + soft g
- trigraphs

2nd grade

- suffixes (part 1)
-ed, -ing, -y, -es, -ies, -ier, -iest
- long vowels
- diphthongs
- suffixes (part 2)
-ous, -tion vs -sion, -ation, -tial vs. -cial

	consonants	short vowels	beginning blends	digraphs	silent e	r-controlled vowels	double final consonants	soft c + soft g	trigraphs	suffixes (pt. 1)	long vowels	diphthongs	suffixes (pt. 2)
CONSONANTS SET													
SHORT VOWELS SET													
BEGINNING BLENDS SET													
DIGRAPHS SET													
SILENT E SET													
R-CONTROLLED VOWELS SET													
DOUBLE FINAL CONSONANTS SET													
SOFT C + SOFT G SET													
TRIGRAPHS SET													
SUFFIXES (PT. 1) SET													
LONG VOWELS SET													
DIPHTHONGS SET													
SUFFIXES (PT. 2) SET													

Each book includes a detailed lesson plan to make using these books as effective as possible.

before reading warm-ups and activity choices

time for your students to read independently

prompts to use as needed to help students

choice of writing activities to do after reading the book with your students

LESSON PLAN Book I: Gretch

Step 1: Phonological Awareness (choose one)

- ☐ Phoneme Deletion (verbal response)
 - Teacher says a word and asks students to substitute a sound. (ex: Say witch. Now delete the /w/ in witch: "itch").
- ☐ Segmenting Sounds mat (master set for all tch books)

Step 2: Word Work Warm-Up (choose one)

- ☐ Follow blending practice page
- ☐ Segment and Write
- ☐ Phoneme Substitution
- ☐ Word Ladders

Step 3: High-Frequency Words

<input type="checkbox"/> Read the word with students	a	on	got	could
<input type="checkbox"/> Break the word into sounds	to	at	put	went
<input type="checkbox"/> Count the number of sounds you hear	of	for	she	made
<input type="checkbox"/> Build the word with magnetic letters or letter tiles	up	and	not	must
<input type="checkbox"/> Write the word	it	the	can	down
<input type="checkbox"/> Use the word in a sentence (orally or written)	an	for	see	look
	so	her	her	began
	no	was	will	have
	in	got	would	little

Step 4: Book Introduction Routine

- Identify the title & author/illustrator
- Tell students today we will read "Gretch" together. In this book, Gretch is a little witch who needs to make a spell to get rid of her very bad itch! Ask the students how they think she will get rid of her itch?
- Browse the book to point out any difficult words
- Model blending and decoding words

Step 5: Read Independently

- Students whisper read (monitor as students whisper read). After students whisper read, return to either a single page or multiple pages and choral read together.

Step 6: Comprehension Questions

- Who is the main character? (Gretch)
- What is Gretch's problem? (Gretch has an itch.)
- What happened to Gretch's skirt when she ran down the steps? (she got a rip in it).
- What would fix her spell and her skirt? (the magic bones)

Step 7: Guided Writing

- Review the sound that tch makes within words. Review proper handwriting formation for tch (on whiteboard).
- Students practice with their finger in the space provided on their page 3 times. Encourage students to say the sound that tch makes while tracing.
- Then students will use a pencil to trace tch while repeating the sound it makes.
- Ask students what does Mike like? (covered in comprehension questions). Guide students to the sentence "Gretch has an itch."
- Students repeat the sentence then cut out the sentence building pieces and place them in correct order. Once students have checked their work, glue them down.
- Students practice writing the sentence.

Step 8: Sentence Dictation

- Students will write two dictated sentences
 - Gretch can get rid of the itch.
 - Gretch is a little witch.
- Teacher may use the rubric to track student progress with independent writing.
- Students may illustrate the sentences in the boxes below.

* Teacher can choose either Step 7 or Step 8 to complete lesson.

** This lesson can be split into 2 days/sessions if needed depending on time.

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warm-up word work activities

a routine to use to introduce the book each time you read together

Comprehension questions to ask throughout the book

Each book includes everything that you'd need for a lesson to give you back more of your time!

done for you
lessons for each
book

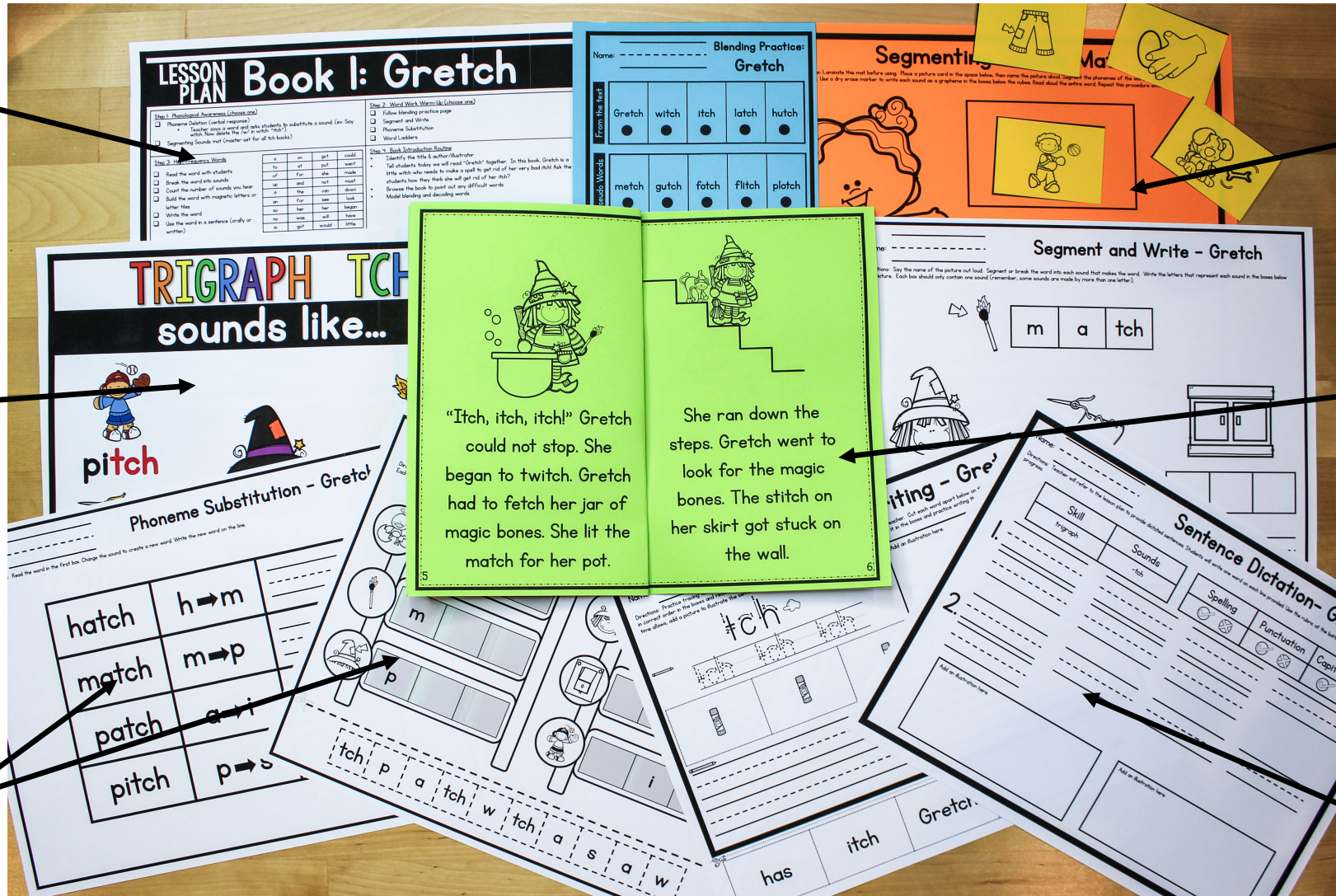
Segmenting mats
with picture
cards for each
set of books

Colorful student
friendly posters




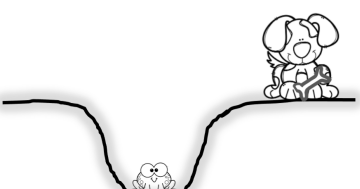
Low prep and
carefully
sequenced books

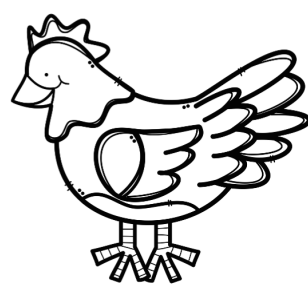

Easy to use before,
during, and after
reading activities

Guided writing activity
for after reading



Carefully sequenced text to build decoding skills.

 <p>Gretch was a little witch. A little witch with a bad itch. She could not get rid of the itch!</p> <p>1</p>	 <p>The little witch hits the switch and lifts up the latch. Gretch made a spell to get rid of her itch!</p> <p>10</p>
 <p>Where could Mitch put his bone? The frog was in the hole. The bug was in the ditch. Mitch came up with a plan!</p> <p>7</p>	 <p>Mitch had to jump! There was a frog in the hole! "Watch out!" the frog said.</p> <p>4</p>

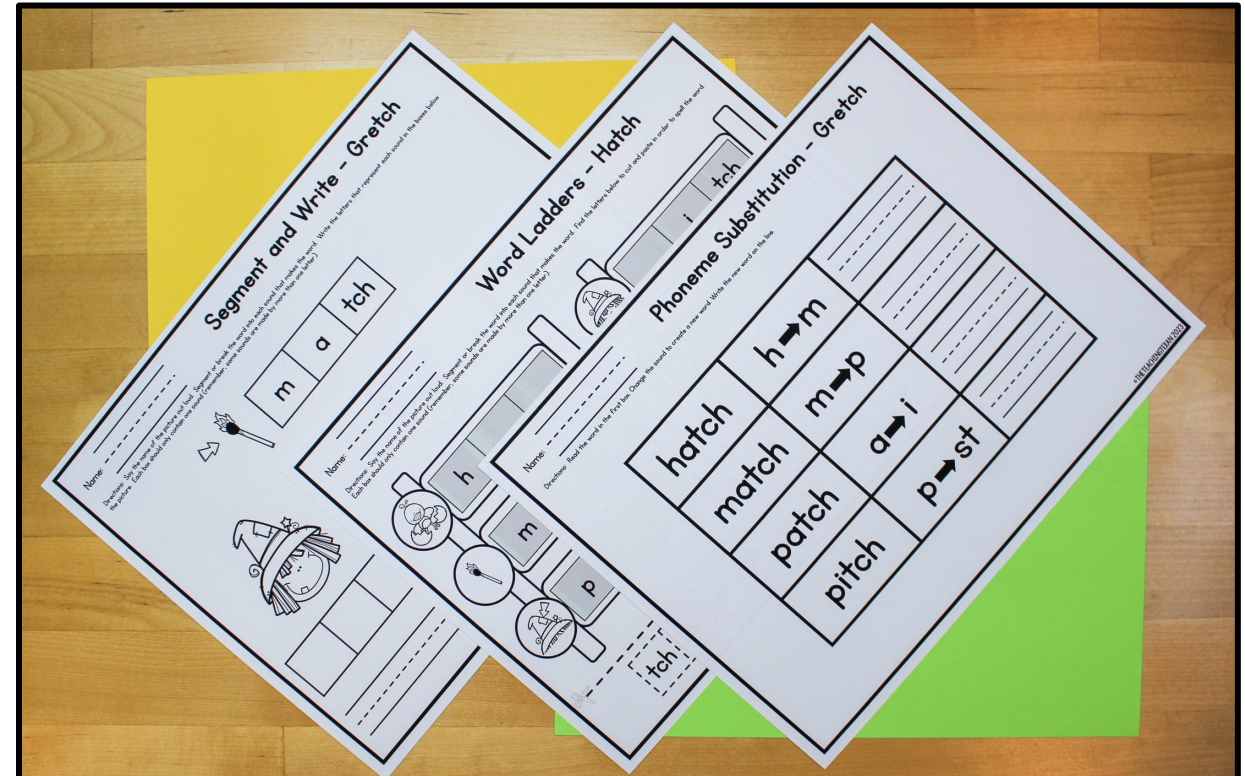
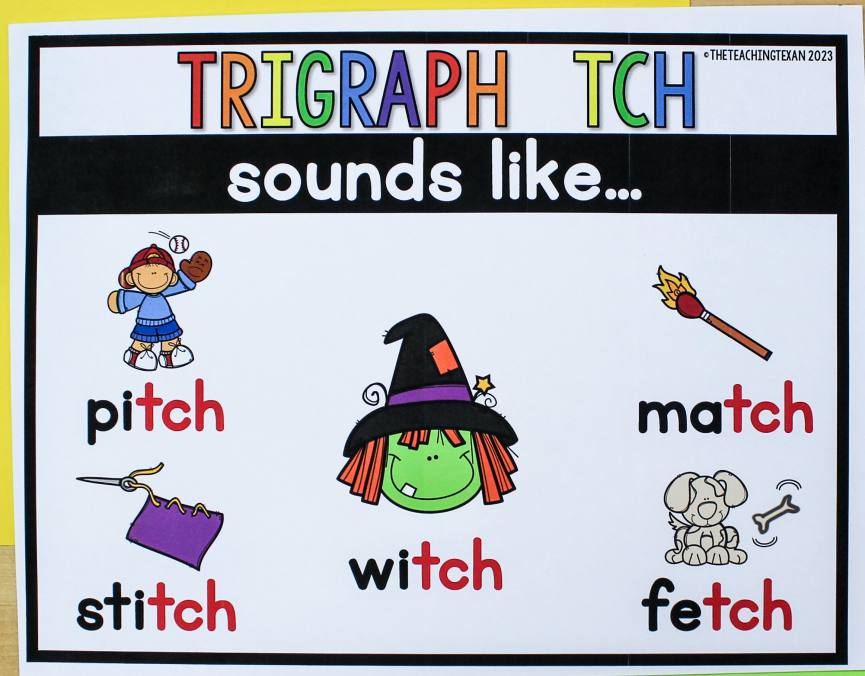
 <p>"CLUCK!" the hen would not be a wretch. No one would take her rare egg!</p> <p>9</p>	 <p>"Cluck, cluck!" went the hen. An egg was about to hatch! This egg was rare.</p> <p>2</p>
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Easy to read text with big letters.

Simple images to help students focus on reading the words rather than the pictures.

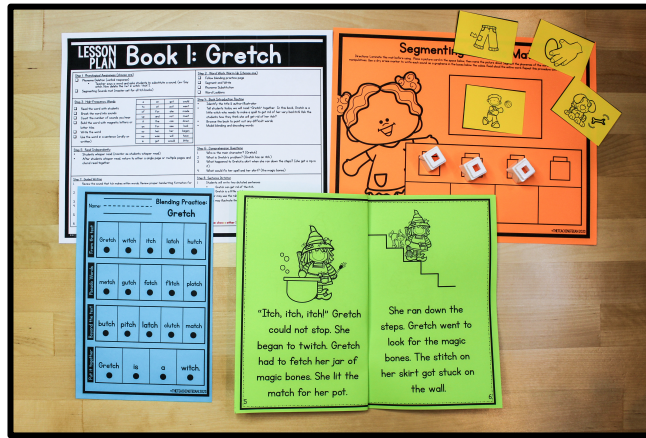
This all-in-one set of TCH trigraph **DECODABLE READERS** include everything you'd need for a small group lesson

- Practice the TCH trigraph.
- 3 low-prep decodable books.
- Easy to follow lesson plans for each book.
- No-Prep activities.
- Pre and post-reading activities to use with each of the TCH trigraph books.
- Mini anchor charts.
- Comprehension questions for each book.

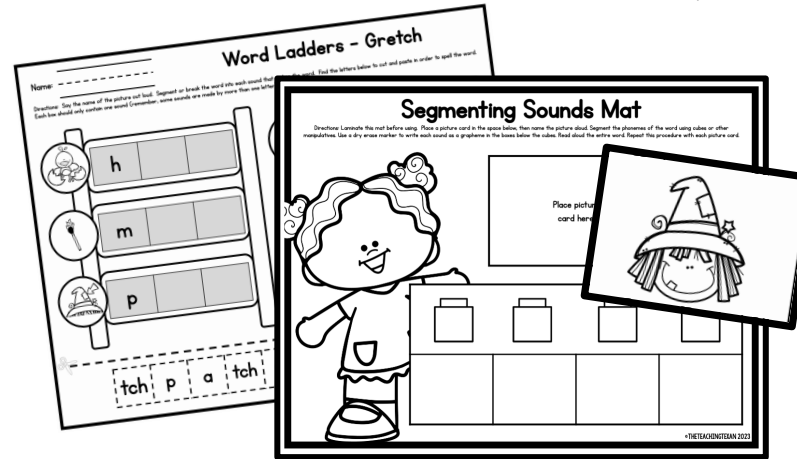


Save TIME planning small groups

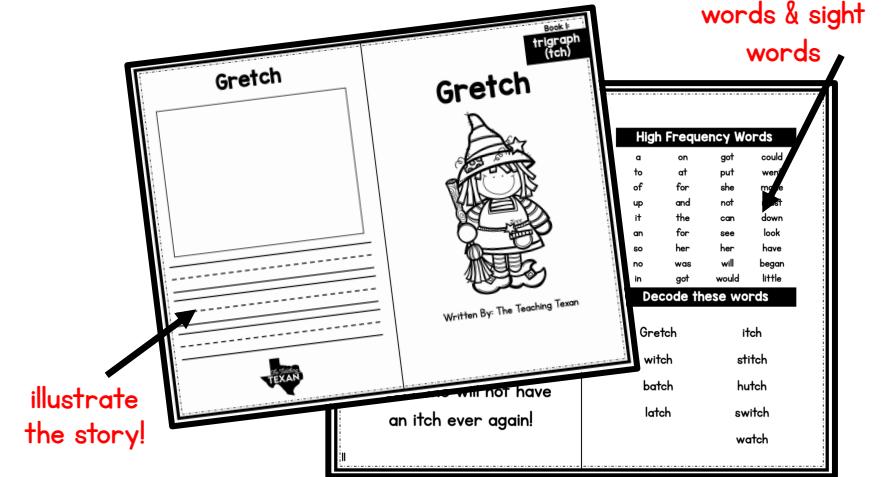
Step 1: Choose your book



Step 2: Select pre-reading activities from the lesson plan

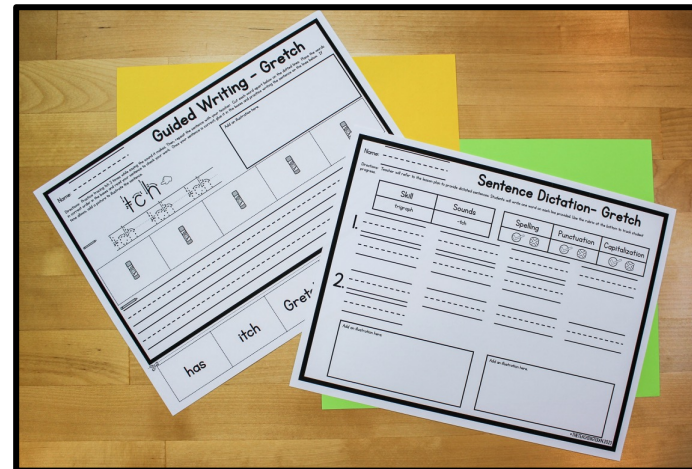


Step 3: Introduce the book & practice reading



Step 4: Use the given comprehension questions to check for understanding

- ✓ Who is the main character?
- ✓ What is Gretch's problem?
- ✓ What happened to Gretch's skirt when she ran down the stairs?



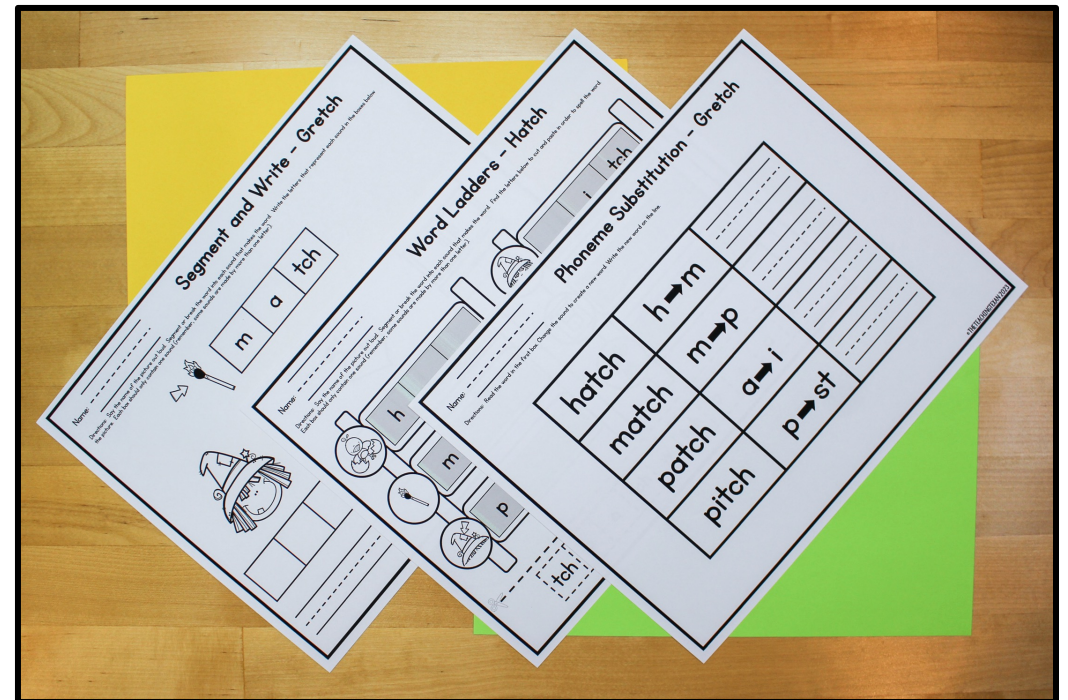
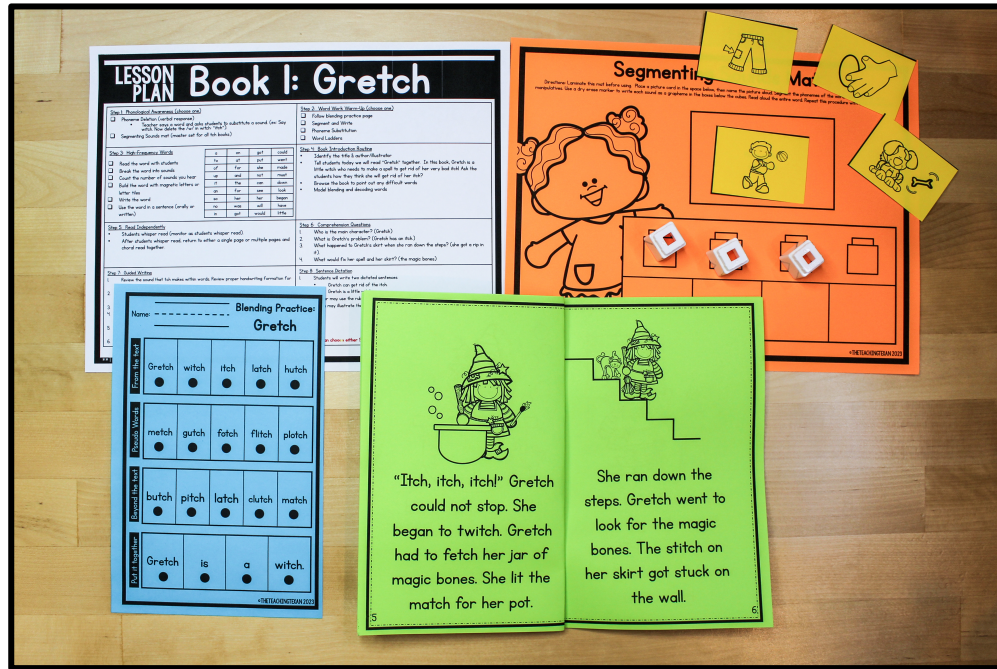
Step 5: Complete one of the guided writing lessons to end the lesson

**CELEBRATE!
& do it again
and again**

Why do you need this?

Decoding phonics patterns is a **foundational skill** needed for your students to read fluently, but planning multiple lessons can be **time consuming**.

This **all in one** for TCH trigraph decodable readers provides **ready-to-use** materials that are aligned to research based best practices for the **Science of Reading**.



Not sure if decodable readers are right for you?

Try this free short vowel book to see a sample of everything included!

DOWNLOAD THIS FREE
SHORT A BOOK AND
ACTIVITIES!

