



# Foundational Literacy Skills Scope & Sequence Checklist

\*This is one suggested sequence that is meant to be flexible and adapted to meet the needs of students. This may serve as a guide for those without a scope and sequence (which is part of High-Quality Curriculum and intervention materials), or to accommodate an existing scope and sequence.

## Print Concepts

### Student is able to:

- Understand that print relays a message
- Hold a book correctly
- Identify the front cover, back cover, title, author, and illustrator
- Turn the pages of a book correctly (left to right)
- Demonstrate awareness of directionality of print (top to bottom, left to right & return sweep)
- Understand the difference between words, letters, numbers, and sentences
- Recognize that words are separated by spaces
- Demonstrate awareness of uppercase letters and ending punctuation (e.g., period means stop)

## Alphabet Knowledge and Letter Formation Skills

### Student is able to accurately and automatically:

- Sing the alphabet
- Say the alphabet
- Say the alphabet (use different starting points): "Say the alphabet starting at the letter k."
- Recognize lowercase and uppercase letters: "Point to the letter m. Point to the letter P."
- Name lowercase letters: Point to a letter and ask, "What letter is this?"
- Sequence lowercase letters in alphabetical order
- Proper pencil grip, paper orientation, and body position for writing
- Write lowercase letters using proper letter formation (print first, then cursive)
- Write the lowercase letters in alphabetical order
- Name uppercase letters: Point to a letter and ask, "What letter is this?"
- Sequence uppercase letters in alphabetical order
- Write uppercase letters using proper letter formation (print first, then cursive)
- Match lowercase to uppercase letters
- Write the alphabet using uppercase letters

## Phonological Awareness

**Without the presence of letters, the student is able to:**

**PHONOLOGICAL AWARENESS: (Not a prerequisite to phoneme awareness development.)**

- \_\_\_\_\_ Identify words in sentences
- \_\_\_\_\_ Identify syllables, alliteration, rhyme, & onsets/rimes in isolation
- \_\_\_\_\_ Blend syllables or onset/rime pairs to create words
- \_\_\_\_\_ Segment syllables within a word
- \_\_\_\_\_ Segment onsets from rimes within words

**PHONEMIC AWARENESS: (Explicit instruction in this area has the greatest impact upon reading achievement.)**

- \_\_\_\_\_ Phoneme isolation: "What is the first sound in van?"
- \_\_\_\_\_ Phoneme identity: "What sound is the same in fall, fix, and fun?"
- \_\_\_\_\_ Phoneme categorization: "What word doesn't belong? bus, bun, rug Why not?"
- \_\_\_\_\_ Phoneme blending: "What word is /b/ /i/ /g/?"
- \_\_\_\_\_ Phoneme segmentation: "How many sounds are in grab?"

**Phoneme Manipulation:**

- \_\_\_\_\_ Phoneme deletion / addition: "Say seat. Say it again but don't say /s/." "Say miss. Now add /t/ at the end."
- \_\_\_\_\_ Phoneme substitution: "Say fat. Say it again, but instead of /f/ say /b/."
- \_\_\_\_\_ Phoneme reversal: "Say menu backwards."

## High Frequency Words

**Student is able to:**

- \_\_\_\_\_ Read, spell, and correctly use the following high frequency words: the, a, I, to, and, was, for, you, is, of, are
- \_\_\_\_\_ Read, spell, and correctly use the remaining high frequency words of the top 25 (suggested teaching sequence [here](#))
- \_\_\_\_\_ Read, spell, and correctly use the high frequency words of the top 250 that [need to be explicitly taught](#)

\*Refer to [Teaching HF Words document](#) to guide instruction

Highlighted concepts are challenging and require multiple days of teaching and exposures.

Group 1				
<p>___ Vowel</p> <p>___ a /ă/ <u>apple</u></p> <p>___ Consonant</p> <p>___ t /t/ <u>top</u></p> <p>___ b /b/ <u>bat</u></p> <p>___ Syllable</p> <p>___ Closed syllable type</p> <p>___ h /h/ <u>hat</u></p> <p>___ c /k/ <u>cat</u></p> <p>___ i /i/ <u>igloo</u></p> <p>___ j /j/ <u>jam</u></p>	<p>___ m /m/ <u>mop</u></p> <p>___ am /am/ <u>ham</u></p> <p>___ p /p/ <u>pig</u></p> <p>___ f /f/ <u>fish</u></p> <p>___ g /g/ <u>goat</u></p> <p>___ o /ō/ <u>octopus</u></p> <p>___ r /r/ <u>rat</u></p> <p>___ l /l/ <u>lamp</u></p> <p>___ d /d/ <u>dog</u></p> <p>___ n /n/ <u>nest</u></p> <p>___ an /an/ <u>fan</u></p> <p>___ all <u>tall</u></p>	<p>___ Digraph</p> <p>___ th (voiced) <u>this</u></p> <p>___ u /ū/ <u>up</u></p> <p>___ ch /ch/ <u>chin</u></p> <p>___ e /ē/ <u>Ed</u></p> <p>___ Introduce open syllable type (1 syllable words: be, he, she, me, we, go, no, so, hi)</p> <p>___ s /s/ <u>sun</u></p> <p>___ Base word + suffix concept</p> <p>___ -s suffix (plural &amp; present tense; avoid s /z/)</p>	<p>___ sh /sh/ <u>ship</u></p> <p>___ th (unvoiced) <u>thin</u></p> <p>___ k /k/ <u>kite</u></p> <p>___ Initial /k/ c-/k- spelling (fat cat, skinny kitty)</p> <p>___ w /w/ <u>wind</u></p> <p>___ wh /w/ <u>whistle</u></p> <p>___ y /y/ <u>yarn</u></p> <p>___ v /v/ <u>van</u></p> <p>___ -ve spelling (words that end in v need e; 2-job e: have, gave)</p> <p>___ z /z/ <u>zebra</u></p> <p>___ x /ks/ <u>fox</u></p>	<p>___ Consonant blends</p> <p>___ s blends</p> <p>___ l blends</p> <p>___ r blends</p> <p>___ triple blends</p> <p>___ "Z FLOSS" spelling rule</p> <p>___ VCe syllable type</p> <p>___ a-e /ā/ <u>ape</u></p> <p>___ e-e /ē/ <u>eve</u></p> <p>___ i-e /ī/ <u>pine</u></p> <p>___ o-e /ō/ <u>home</u></p> <p>___ u-e /ū/ <u>mule</u></p> <p>___ u-e /oo/ <u>rule</u></p>

Group 2				
<p>___ ng (ang, ing, ong, ung)</p> <p>___ -ing suffix</p> <p>___ nk (ank, ink, onk, unk)</p> <p>___ ck /k/ <u>black</u></p> <p>___ final /k/ spelling -k /-ck</p> <p>___ qu /kw/ <u>queen</u></p> <p>___ Compound words closed-closed</p> <p>___ VC/ CV</p> <p>___ VCCV with qu <u>conquest</u></p> <p>___ VC/ CV with VCe rep / tile</p> <p>___ y /ī/ <u>my</u></p> <p>___ lowercase &amp; capital i &amp; l font</p>	<p>___ VCCC V</p> <p>___ VCCC CV</p> <p>___ s /z/ <u>bugs, nose, was</u> (most common between vowels)</p> <p>___ -s suffix with s /z/ and s /s/ Base words don't end in the letter s</p> <p>___ spelling generalization</p> <p>___ -es suffix plural &amp; present tense (add to words ending in s, sh, ch, or x)</p> <p>___ Open syllable type</p> <p>___ a /ā/ <u>baby</u></p> <p>___ e /ē/ <u>me</u></p> <p>___ i /ī/ <u>hi</u></p> <p>___ o /ō/ <u>go</u></p>	<p>___ u /ū/ <u>music</u></p> <p>___ u /oo/ <u>ruby</u></p> <p>___ V/ CV &amp; VC/ V</p> <p>___ y /ē/ <u>candy</u></p> <p>___ -y suffix</p> <p>___ ph /f/ <u>phone</u></p> <p>___ Begin to Teach the top 20 Prefixes</p> <p>___ Base + Affix concept</p> <p>___ c /s/ <u>cent</u> (before e, i, y)</p> <p>___ g /j/ <u>gem</u> (before e, i, y sometimes)</p> <p>___ English words don't end in: i, j, u, v</p>	<p>___ _ge /j/ <u>cage</u></p> <p>___ _dge /j/ <u>hedg</u></p> <p>___ final /j/ spelling -ge / -dge</p> <p>___ Plus Syllable Type:</p> <p>___ _ild <u>wild</u></p> <p>___ _old <u>old</u></p> <p>___ _ind <u>kind</u></p> <p>___ _ost <u>ghost</u></p> <p>___ _olt <u>bolt</u></p> <p>___ _oll <u>troll</u></p> <p>___ Vowel Team syllable type</p> <p>___ ai /ā/ <u>aim</u></p> <p>___ ay /ā/ <u>play</u></p> <p>___ ai / ay /ā/ spelling generalization</p> <p>___ a-e / ay /ā/ spelling generalization</p>	<p>___ ee /ē/ <u>feet</u></p> <p>___ ea /ē/ <u>eat</u></p> <p>___ oa /ō/ <u>boat</u></p> <p>___ ow /ō/ <u>snow</u></p> <p>___ oa / ow /ō/ spelling generalization</p> <p>___ oe /ō/ <u>toe</u></p> <p>___ igh /ī/ <u>sigh</u></p> <p>___ -ed suffix</p> <p>___ -ed /ēd/ <u>rented</u></p> <p>___ -ed /d/ <u>sailed</u></p> <p>___ -ed /t/ <u>jumped</u></p> <p>___ Continue to teach top 20 suffixes</p>

## Group 3

<p>_____ <b>R- controlled syllable type</b></p> <p>_____ er /er/ <u>her</u></p> <p>_____ ir /er/ <u>bird</u></p> <p>_____ ur /er/ <u>burn</u></p> <p>_____ <b>-er suffix (comparative)</b> <u>faster</u></p> <p>_____ <b>-er suffix (job)</b> <u>printer, teacher</u></p> <p>_____ <b>-est suffix (most)</b> <u>fastest</u></p> <p>_____ ar /ar/ <u>arm</u></p> <p>_____ or /or/ <u>horn</u></p> <p>_____ <b>-or suffix (job)</b> <u>inventor, calculator</u></p> <p>_____ ore /or/ <u>more</u></p> <p>_____ <b>Doubling 1 Rule</b></p> <p>_____ <b>Drop E Rule</b></p>	<p>_____ <b>ow /ō/ before l, n, th</b></p> <p>_____ ey /ā/ <u>they</u> (10 words)</p> <p>_____ ey /ē/ <u>valley</u></p> <p>_____ <b>ey at the end of second syllables (nouns)</b></p> <p>_____ <b>-Cle Syllable Type</b> (teach -Cle, including -kle, then teach -ck/le; -stle is taught once students are automatic with -Cle)</p> <p>_____ <b>Vowel Team Syllable Type</b></p> <p>_____ ou /ow/ <u>out</u></p> <p>_____ ow /ow/ <u>plow</u></p> <p>_____ <b>ow /ow/ before n, l, el, er, d</b></p> <p>_____ <b>ou / ow spelling generalization</b></p>	<p>_____ <b>_tch /ch/ <u>itch</u></b></p> <p>_____ <b>final /ch/ spelling -ch /-tch</b></p> <p>_____ oi /oy/ <u>oil</u></p> <p>_____ oy /oy/ <u>toy</u></p> <p>_____ <b>oy / oi spelling Generalization</b></p> <p>_____ <b>Y spelling rule</b></p> <p>_____ oo /oo/ <u>food</u></p> <p>_____ oo /oo/ <u>cook</u></p> <p>_____ au /aw/ <u>August</u></p> <p>_____ aw /aw/ <u>saw</u></p> <p>_____ <b>au/aw spelling generalization</b></p> <p>_____ <b>a /aw/ after w &amp; before l <u>waltz, salt, wash</u></b></p> <p>_____ <b>Stressed syllable in a multisyllabic word</b></p> <p>_____ <b>Doubling 2 Rule</b></p>	<p>_____ kn- /n/ <u>knee</u></p> <p>_____ gn- /n/ <u>gnome</u></p> <p>_____ wr- /r/ <u>write</u></p> <p>_____ <b>_mb /m/ <u>lamb</u></b></p> <p>_____ <b>more silent letters: -bt, -gn, -mn, gu-, gh</b></p> <p>_____ ie /ē/ <u>thief</u></p> <p>_____ ie /ī/ <u>pie</u> *add silent e: words don't end in i</p> <p>_____ <b>Change f to v and add e/s</b> <u>knife/knives half/halves</u></p> <p>_____ ui /oo/ <u>fruit</u></p> <p>_____ ue /oo/ <u>true</u></p> <p>_____ ue /ū/ <u>rescue</u></p> <p>_____ ew /ū/ <u>few</u></p> <p>_____ ew /oo/ <u>grew</u></p> <p>_____ <b>V/V</b></p>
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## Group 4: Advanced

<p>_____ <b>schwa /ə/</b></p> <p><input type="checkbox"/> a /ū/: <u>banana, aware</u></p> <p><input type="checkbox"/> /ū/: <u>effect</u></p> <p><input type="checkbox"/> /ī/: <u>blanket, wagon, surface, circuit</u></p> <p>_____ <b>/sh/ ti, si, ci (xi) sometimes, <u>anxious</u> (Reading)</b></p> <p>-al, -an, -ary, -ate, -ent, -on, -ous</p> <p>_____ <b>/sh/ ti, si, ci (xi) sometimes, <u>anxious</u> (Spelling)</b></p> <p>(start of a syllable following another) so <u>cial ten sion con trac tion</u></p> <p>_____ <b>si /zh/ (voiced)</b> (base word ends with /d/ or /z/) <u>fusion, division</u></p> <p>_____ ar /er/ <u>dollar</u> (unstressed syllable)</p>	<p>_____ or /er/ <u>doctor</u> (unstressed syllable)</p> <p>_____ <b>_ear /er/ <u>earn</u></b></p> <p>_____ ar /or/ <u>wart</u></p> <p>_____ ea /ē/ <u>bread</u></p> <p>_____ ou /oo/ <u>soup</u></p> <p>_____ ou /ū/ <u>young</u></p> <p>_____ eu /ū/ <u>feud</u></p> <p>_____ eu /oo/ <u>neutral</u></p> <p>_____ eigh /ā/ <u>eight</u></p> <p>_____ ei /ē/ <u>ceiling</u></p> <p>_____ ei /ā/ <u>vein</u></p> <p>_____ <b>ie/ei spelling gen.</b></p> <p>_____ y /ī/ <u>gym</u></p> <p>_____ y-e /ī/ <u>style</u></p> <p>_____ ch /k/ <u>tech, chorus</u></p>	<p>_____ <b>ch /sh/ <u>Chicago</u></b></p> <p>_____ o /ū/ <u>mother</u> (next to w, th, m, n, v)</p> <p>_____ u /oo/ <u>push</u></p> <p>_____ ea /ā/ <u>steak</u></p> <p>_____ a /ō/ <u>father</u></p> <p>_____ <b>_ture /cher/ <u>picture</u></b></p> <p>_____ <b>_sure /zher/ <u>treasure</u></b></p> <p>_____ <b>_ain /īn/ <u>mountain</u></b></p> <p>_____ <b>_age /ōj/ <u>garage</u></b></p> <p>_____ <b>_age /īj/ <u>package</u></b></p> <p>_____ <b>_our /er/ <u>journey</u></b></p> <p>_____ <b>_ard /erd/ <u>wizard</u></b></p> <p>_____ <b>_ward /werd/ <u>upward</u></b></p> <p>_____ <b>_ive /īv/ <u>active</u></b></p> <p>_____ <b>_ine /ēn/ <u>machine</u></b></p> <p>_____ <b>_ine /īn/ <u>engine</u></b></p> <p>_____ <b>_ous /ūs/ <u>joyous</u></b></p> <p>_____ <b>_aught /awt/ (6 words) <u>caught</u></b></p>	<p>_____ <b>_ought /awt/ (7 words) <u>bought</u></b></p> <p>_____ <b>_ough /oo/ <u>through</u></b></p> <p>_____ <b>_ough /ō/ <u>though</u></b></p> <p>_____ <b>tu /choo/ <u>mutual</u></b></p> <p>_____ <b>t /ch/ <u>fortune</u></b></p> <p>_____ <b>eau /ō/ <u>plateau</u></b></p> <p>_____ <b>i /ē/ <u>scorpion</u></b></p> <p>_____ <b>_ion /yun/ <u>onion</u></b></p> <p>_____ <b>_ice /īs/ <u>practice</u></b></p> <p>_____ <b>_ise /īs/ <u>promise</u></b></p> <p>_____ <b>_ace /īs/ <u>palace</u></b></p> <p>_____ <b>_gue /g/ <u>rogue</u></b></p> <p>_____ <b>_que /k/ <u>antique</u></b></p> <p>_____ <b>_ate /īt/ <u>private</u></b></p> <p>_____ <b>_ism /īzm/ <u>realism</u></b></p> <p>_____ <b>rh /r/ <u>rhino</u></b></p>
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## Spelling Generalizations

Student applies the following generalizations correctly when spelling:

- Initial /k/:** Fat cat (use a c for /k/ before a, o, u), skinny kitty (use a k for /k/ before i, e, y)
- Final s/z/:** Use **s** to spell /z/ between 2 vowels (rose), at the end of small common words (wass, his, is, as), and to spell /z/ at the end for some plurals and possessives (bugs, dog's bone or dogs' bones)
- y says /ī/** at the end of one syllable words (my)
- y says /ē/** at the end of multisyllabic words (candy). Many of these words are adjectives: rust + y (*full of*) = rusty (*full of rust*). Use **ey** to spell /ē/ after about 90 common nouns. (Select **ey** words to be memorized with mnemonic sentences: He ran up the alley and down the valley.)
- k, -ck, /k/:** Use **-ck** to spell /k/ at the end of a one syllable word after a short vowel (black), otherwise use **-k** (bake, stork, blank, week)
- Use **-tch** to spell /ch/ at the end of a one-syllable word after a short vowel, otherwise use **-ch** (catch, beach, porch, branch)
- Use **-dge** to spell /j/ at the end of a word after a short vowel sound, otherwise use **-ge** (hedge, cage, plunge, large)
- Use **a-e** and **ai** to spell /ā/ at the beginning and middle of words (ale, aim, pail, pale) and **ay** to spell /ā/ at the end of words (play)
  - ey** spells /ā/ at the end of 10 commonly known words (students should learn these 10 words as a group and memorize them): *they, convey, obey, hey, grey, prey, abeyance, purvey, survey, whey*. Otherwise, /ā/ at the end of a word is spelled **ay**.
- Use **ou** to spell /ow/ in the beginning or middle of a word (out, shout), use **ow** to spell /ow/ at the end of a word (plow) or before *n, l, el, er,* and *d* (town, howl, towel, power, crowd). Exception: thou
- Use **oa** to spell /ō/ in the beginning or middle of a word (oat, boat), use **ow** to spell /ō/ at the end of a word (snow) or before *l, n,* and *th* (bowl, flown, growth).
- Use **oi** to spell /oy/ in the beginning or middle of a word and **oy** to spell /oy/ at the end of a word (oil, spoil, joy)
- Use **au** to spell /aw/ in the beginning or middle of a word and **aw** to spell /aw/ at the end of a word (August, saw) or before *k, l,* and *n* (hawk, bawl, lawn)
- ie/ei:** Use **i** before **e** except after **c** or when sounded like /ā/ as in vein and weigh, /ē/ as in protein, or /ī/ as in feisty
- a /ǔ/ or /ə/ schwa:** When /ǔ/ is heard alone at the beginning of a word or if it is heard at the end of a word, it is spelled with the letter **a** (about, magma)
- English words do not end in **i, j, u, v**
- Base words don't end in the letter **s** so we add an **e** (horse, house) or **-ss** after a short vowel (boss, mess). There are some exceptions.
- ti, ci, si** each say /sh/ and appear in the following 7 common suffixes: -al, -an, -ary, -ate, -ent- on- ous

## Spelling Rules

Student applies the following rules correctly when spelling:

- “Z” FLOSS Rule** Double f, l, s, z in a 1 syllable word after a short vowel (fluff, spill, loss, fizz).
- Doubling 1 Rule** Doubling the final consonant in a single syllable word when adding a vowel suffix
- The E Rule**
- The Y Rule**
- Doubling 2 Rule** Doubling the final consonant in a multisyllabic word when adding a vowel suffix

## Syllable Types

**Student is able to decode real and nonsense words of the following syllable types:**

- Closed
- Vowel-consonant-e
- Open
- R-controlled
- Vowel Team
- Consonant-l-e
- Rule Breakers (-ild, -old, -ind, -os, final stable syllables, schwa)

## Dividing Multisyllabic Words

**Student is able to use the following syllable division strategies when needed:**

- VCCV
- VCV
- VCCCV
- VCCCCV
- Cle
- VV
- Layering

**Student is able to recognize and draw a box around common:**

- Prefixes
- Suffixes

**Student is able to recognize and underline:**

- Free Bases
- Common Bound Bases
- Combining forms

Common Prefixes (meaning) examples	Common Suffixes (meaning) examples
<p><b>*Bold = 4 most common</b></p> <p>NEGATIVE:</p> <p>___ <b>un-</b> (not, opposite, reverse) <i>unhappy, unlock</i></p> <p>___ <b>in-</b>, im-, il-, ir- (not) <i>incorrect, imperfect, illegal, irregular</i></p> <p>___ <b>dis-</b>, di-, dif- (not, apart, absence of, opposite) <i>dislike, diverge, different</i></p> <p>___ <b>non-</b> (not, opposite, without) <i>nonstop, nonfat</i></p> <p>___ <b>mis-</b> (wrong, incorrect) <i>misunderstand</i></p> <p>___ <b>anti-</b> (against, opposite) <i>antibacterial</i></p> <p>DIRECTIONAL:</p> <p>___ <b>re-</b> (again, back) <i>replay</i></p> <p>___ <b>en-</b>, <b>em-</b> (to cause to be in a place or state, to make something) <i>enact, encircle, empower, employ</i></p> <p>___ <b>in-</b>, im-, il-, ir- (in, into, on, upon) <i>inside, impress, illuminate, irrigation</i></p> <p>___ <b>sub-</b>, <b>suc-</b>, <b>suf-</b>, <b>sug-</b>, <b>sum-</b>, <b>sup-</b>, <b>sur-</b>, <b>sus-</b> (below, under, secondary) <i>subway, succeed, suffix, suggest, support, suspend</i></p> <p>___ <b>pre-</b> (before) <i>preview</i></p> <p>___ <b>inter-</b>, <b>intel-</b> (between, among) <i>intermix, intelligence</i></p> <p>___ <b>fore-</b> (before) <i>forecast</i></p> <p>___ <b>de-</b> (away from, down) <i>deflate</i></p> <p>___ <b>trans-</b> (across) <i>transport</i></p> <p>___ <b>super-</b>, <b>sur-</b> (above, over) <i>superhighway, superintendent, surface</i></p> <p>___ <b>semi-</b> (half, part) <i>semicircle</i></p> <p>___ <b>mid-</b> (middle) <i>midnight</i></p> <p>___ <b>under-</b> (under, below, not enough, too little) <i>underneath, underfed</i></p> <p>___ <b>con-</b>, <b>co-</b>, <b>col-</b>, <b>com-</b>, <b>cor-</b> (with, together) <i>cohort, conference, compute, collect</i></p> <p>co- (before v or h), con- (before n), com (before m, b, p), col (before l), cor (before r)</p> <p>___ <b>over-</b> (above) <i>oversee</i></p> <p>INTENSIFYING:</p> <p>___ <b>over-</b> (do too much of something) <i>overdo, overwork</i></p> <p>___ <b>super-</b>, <b>sur-</b> (big, extreme, beyond, in addition) <i>superhuman, surplus</i></p>	<p><b>Suffixes are bolded</b></p> <p>INFLECTIONAL:</p> <p>___ <b>-s</b> /s/ &amp; /z/, <b>-es</b> /iz/ (plural noun, present tense verb) <i>chairs, boxes; talks, fixes</i></p> <p>___ <b>-ing</b> (continuous verb) <i>jumping</i></p> <p>___ <b>-ed</b> /id/, /d/, /t/ (past tense verb) <i>rented, sailed, jumped</i></p> <p>___ <b>-er</b> (comparative) <i>faster</i></p> <p>___ <b>-est</b> (superlative) <i>fastest</i></p> <p>DERIVATIONAL:</p> <p>___ <b>-y</b> (adjective: full of, characterized by) <i>dusty, honesty</i></p> <p>___ <b>-ful</b> (adjective: full of) <i>beautiful</i></p> <p>___ <b>-less</b> (adjective: without, devoid of) <i>spotless</i></p> <p>___ <b>-er</b>, <b>-or</b> (noun: person or thing that does something or has a job) <i>teacher, actor, blender</i></p> <p>___ <b>-ness</b> (noun: state of being) <i>goodness</i></p> <p>___ <b>-ment</b> (noun: condition of, result of, act of) <i>contentment, movement, treatment</i></p> <p>___ <b>-dom</b> (noun) <i>freedom</i></p> <p>___ <b>-en</b> (verb: to become) <i>tighten, golden</i></p> <p>___ <b>-ly</b> (adverb: manner or like) <i>definitely, quickly</i></p> <p>___ <b>-ar</b> (adjective: of or pertaining to) <i>polar, stellar, insular</i></p> <p>___ <b>-ible</b>, <b>-able</b> (adjective: able capable of, having the quality of) <i>forcible, comfortable</i></p> <p>___ <b>-ish</b> (adjective) <i>feverish</i></p> <p>___ <b>-hood</b> (noun: person, state, condition) <i>neighborhood, knighthood, likelihood</i></p> <p>___ <b>-ward</b> (in a certain direction) <i>downward, forward, backward, toward, seaward</i></p> <p>___ <b>-al</b>, <b>-ial</b> (noun: act or process of) <i>refusal, proposal, commercial, special</i></p> <p>___ <b>-ist</b> (noun: one who) <i>artist, scientist, tourist</i></p> <p>___ <b>-ion</b>, <b>-sion</b> (next to s, n, l), <b>-tion</b>, <b>-ation</b>, <b>-ition</b> (noun: act of, state of) <i>opinion, transfusion, compulsion, distribution, memorization, definition</i></p> <p>___ <b>-ity</b>, <b>-ty</b> (noun: state/quality of) <i>ability, poverty</i></p> <p>___ <b>-ic</b>, <b>-ical</b> (adjective: of or pertaining to) <i>elastic, angelic, hysterical</i></p> <p>___ <b>-ous</b>, <b>-eous</b> (adjective: full of, having) <i>spontaneous, autonomous, gorgeous</i></p> <p>___ <b>-ive</b>, <b>-ative</b>, <b>-itive</b> (adjective: tendency, causing, making) <i>destructive, tentative, competitive</i></p>

### Common Bound Bases (Latin)

\_\_\_form (shape) *formless, deform, perform*

\_\_\_port (to carry) *porter, deport, report*

\_\_\_rupt (break, burst) *erupt, interrupt, corrupt*

\_\_\_tract (pull or draw) *tractor, attract, contractor*

\_\_\_scrib, script (write) *scribe, proscribe, scribble*  
*manuscript*

\_\_\_spec, spect, spic (see, watch, observe) *inspect,*  
*spectator, spectacles, introspective*

\_\_\_stru, struct (build) *obstruent, construct, instruct,*  
*indestructible*

\_\_\_flect, flex (bend, curve) *flexible, deflex,*  
*reflection*

\_\_\_dic, dict (say or tell) *dictate, dictionary, predict*

\_\_\_fer (yield, bear, carry) *refer, offer, fertile, ferry,*  
*transfer*

\_\_\_mit, mis (send) *permit, omit, mission*

\_\_\_duce, duc, duct (lead) *induce, introduce,*  
*educate, product*

\_\_\_cred (believe) *credible, discredit, incredulous*

\_\_\_vers, vert (turn) *convert, divert, vertical,*  
*converse*

\_\_\_pel, puls (drive, push) *propel, compel,*  
*expulsion, repulsion*

\_\_\_fic, fac, fact, fect (make, do) *fiction, factory,*  
*infect*

\_\_\_pend, pens (hang, weigh) *suspend, expense,*  
*suspenders, pendulum, appendage*

\_\_\_tend, tens, tent (stretch, strain) *tendon, tension,*  
*extend, superintendent*

\_\_\_jac, jact, ject (throw) *eject, projectile, trajectory*

\_\_\_ped (foot) *pedal, centipede, pedicure,*  
*pedestrian*

\_\_\_cur, curs (run, go) *current, cursor*

\_\_\_aud (hear) *inaudible, auditory, auditorium, audio*

\_\_\_vis, vid (see) *vision, visible, visitor, video,*  
*improvise*

\_\_\_plic, ply (fold) *duplicate, multiply*

\_\_\_pos, pon, pose (put, place, or set) *deposit,*  
*exponent, dispose*

\_\_\_ten, tent, tain, tin (hold or have) *tenant,*  
*detention, obtain, pertinence*

\*Refer to <https://www.etymonline.com/> to learn the root/origin of words.

\*See *Speech to Print* by Louisa Moats for more bases and their meanings.



## Punctuation

### I can use a period:

\_\_\_\_\_ to mark the end of a sentence (declarative & imperative).

\_\_\_\_\_ after most abbreviations, such as titles and standard measurements (not metric).

\_\_\_\_\_ after the initials in a name.

### I can use a question mark:

\_\_\_\_\_ at the end of an interrogative sentence.

### I can use an exclamation point:

\_\_\_\_\_ after an interjection.

\_\_\_\_\_ to end an exclamatory sentence.

### I can use a comma:

\_\_\_\_\_ to separate words in a series of three or more.

\_\_\_\_\_ to separate the day from the year.

\_\_\_\_\_ to separate adjectives (if you can substitute the word “and”).

\_\_\_\_\_ to set off words in a direct address.

\_\_\_\_\_ between the speaker and words spoken in a direct quote (She said, “Let them...”).

\_\_\_\_\_ between city and state, after city and state/country.

\_\_\_\_\_ after day of the week and day in a date.

\_\_\_\_\_ after the salutation in a friendly letter.

\_\_\_\_\_ after the complimentary close in any letter.

\_\_\_\_\_ to set off nonrestrictive phrases and clauses.

\_\_\_\_\_ after a dependent clause that begins a sentence.

\_\_\_\_\_ after an adverb or initial adverbial phrase.

\_\_\_\_\_ before coordinating conjunctions when they connect two independent clauses to form a compound sentence.

\_\_\_\_\_ after conjunctive adverbs in compound sentences.

### I can use a semicolon:

\_\_\_\_\_ to separate independent clauses in a compound sentence when the clauses are not joined by a word.

\_\_\_\_\_ to separate independent clauses in a compound sentence when the clauses are joined by a conjunctive adverb (e.g., however).

\_\_\_\_\_ to separate phrases or clauses of the same type that include other internal punctuation (as in a list).

\_\_\_\_\_ before expressions such as for example or namely when they are used to introduce examples.

### I can use a colon:

\_\_\_\_\_ before a list of terms at the end of a complete sentence (a colon never follows a verb).

\_\_\_\_\_ after a salutation in a business letter.

### I can use a quotation mark:

\_\_\_\_\_ to enclose dialogue.

\_\_\_\_\_ to enclose a direct quote.

\_\_\_\_\_ to set off the titles of stories, poems, songs, magazine articles, episodes of TV, and radio programs.

### I can use italics:

\_\_\_\_\_ for titles of books, movies, plays, newspapers, magazines, and words of art. In handwriting, underlining is used.

### I can use an apostrophe:

\_\_\_\_\_ in a contraction to show where letters have been omitted.

\_\_\_\_\_ to show possession: singular or plural.

\_\_\_\_\_ to show the omission of letters or numbers.

\_\_\_\_\_ to show the plural of lowercase letters but not capital letters unless the plural could be mistaken for a word.

### I can use a hyphen:

\_\_\_\_\_ to connect the parts of a compound number.

\_\_\_\_\_ to separate the parts of some compound words.

\_\_\_\_\_ to divide words between syllables at the end of a line.

### I can use a dash:

\_\_\_\_\_ to indicate a sudden change of thought.

## Syntax

### Student can accurately write sentences of the following types:

- Simple sentence with compound subjects
- Simple sentence with compound predicates
- Simple sentence with both compound subjects and predicates
- Complete clause
- Declarative sentence
- Interrogative sentence
- Exclamatory sentence
- Imperative sentence

### Student can accurately identify, write, and punctuate the following:

- Independent clauses
- Compound sentences using all coordinate conjunctions (e.g., or, and, nor, but, for, yet, so)
- Dependent clauses using subordinate conjunctions
- Complex sentences

### Student shows mastery of cohesive devices:

- Pronoun referents
- Synonym substitution
- Connectives
- Transition words

### The student can:

- Restate questions and answer them completely
- Use the COPS/CUPS metacognitive editing strategy

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