

# Sortegories Scope and Sequence from Sound to Syntax

	MODULE	PHONEMIC AWARENESS	PHONICS	MORPHOLOGY (INFLECTIONAL ENDINGS)	VOCABULARY	GRAMMAR	SYNTAX
LEVEL A	1	Phoneme isolation, segmentation, blending, deletion, substitution	Short /a/, m, s, t, c, f, b	Inflectional endings -s plural noun	antonym, example, nonexample, word relationships, semantic classifications	Namers Actions Namers and Actions	Who did it? What did it? Did what?
	2	Phoneme isolation, segmentation, blending, deletion, substitution	n, l, h, r, j, p, s for /z/	Inflectional endings -s plural noun	antonym, example, nonexample, word relationships, semantic classifications	Namers Actions Namers and Actions	Who did it? What did it? Did what?
	3	Phoneme isolation, segmentation, blending, deletion, substitution	Short /i/, g, d, v	Inflectional endings -s plural noun, 's singular possessive nouns	antonym, synonym, example, nonexample, word relationships, semantic classifications	Nouns Verbs Nouns and Verbs	Who did it? What did it? Did what?
	4	Phoneme isolation, segmentation, blending, deletion, substitution	K, -ck, w, y, z	-s singular present tense verb, -ing present progressive preceded by am, are, is	antonym, synonym, example, nonexample, word relationships, semantic classifications	Nouns Pronouns Prepositions	Who did it? What did it? Did what?
	5	Phoneme isolation, segmentation, blending, deletion, substitution	Short /o/, o for /aw/, -ss, -ll, -ff, -zz	-s singular present tense verb, -ing present progressive preceded by am, are, is	antonym, synonym, example, nonexample, word relationships, semantic classifications	Adverb Phrase Telling: Where?, When?, How?	Who did it? Did what? Where?
	6	Phoneme isolation, segmentation, blending, deletion, substitution	qu for /kw/ x for /ks/	-s singular present tense verb, -ing present progressive preceded by am, are, is	antonym, synonym, example, nonexample, word relationships, semantic classifications	Subject Pronouns Object Pronouns Adjectives	Who did it? Did what? Where?

The Sortegories phonics scope and sequence is the foundation for all activities from sound to syntax. All responses are based on words that students can read.

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	MODULE	PHONEMIC AWARENESS	PHONICS	MORPHOLOGY (INFLECTIONAL ENDINGS)	VOCABULARY	GRAMMAR	SYNTAX	
LEVEL B	1	Phoneme isolation, segmentation, blending, deletion, substitution	Short /e/ X for /gz/	Inflectional endings -s, -es, plural noun 's singular possessive, s' plural possessive	antonym, synonym, example, nonexample, homophone, word relationships, semantic classifications	Noun phrases answer who or what did it? Verb phrases answer did what? Some words can be both a noun and a verb.	Identify the meaning part (phrase) of a decodable sentence Who did it? Did what?, When?, Where? Identify the topic of decodable nonfiction text	
	2	Phoneme isolation, segmentation, blending, deletion, substitution	-ng, -nk, ch, tch, sh, wh, -th (voiced/voiceless)	's singular possessive nouns, -es present tense, -ed past tense	antonym, synonym, example, nonexample, homophone, word relationships, semantic classifications	Noun phrases answer who or what did it? Verb phrases answer did what? Some words can be both a noun and a verb.	Identify the meaning part (phrase) of a decodable sentence Who did it? Did what?, When?, Where? Identify the topic of decodable nonfiction text	
	3	Phoneme isolation, segmentation, blending, deletion, substitution	Phoneme isolation, segmentation, blending, deletion, substitution	short /u/ o for short /u/ u for /oo/	Inflectional endings -ing present progressive preceded by am, is are; -ing past progressive preceded by was or were		Adjectival word or phrase telling How many? What kind? Which one?	Identify the meaning part (phrase) of a decodable sentence Who did it? Did what?, When?, Where? How? Identify the topic of decodable nonfiction text
	4	Phoneme isolation, segmentation, blending, deletion, substitution	Phoneme isolation, segmentation, blending, deletion, substitution	a_e, e_e, i_e, o_e, u_e, c /s/, g /j/, -dge	Inflectional endings -ing present progressive preceded by am, is are; -ing past progressive preceded by was or were	antonym, synonym, example, nonexample, homophone, word relationships, semantic classifications	Adverbial phrase telling When? Where? How?	Identify the meaning part (phrase) of a decodable sentence Who did it? Did what?, When?, Where? How? Identify the topic of decodable nonfiction text
	5	Phoneme isolation, segmentation, blending, deletion, substitution	Phoneme isolation, segmentation, blending, deletion, substitution	r-controlled vowel; one syllable words ar, or, er, ir, ur	Inflectional endings -er comparative adjective, -est superlative adjective		Noun phrase Verb phrase Adjective	Identify the meaning part (phrase) of a decodable sentence Who did it? Did what?, When?, Where? How? Identify the topic of decodable nonfiction text
	6	Phoneme isolation, segmentation, blending, deletion, substitution	Phoneme isolation, segmentation, blending, deletion, substitution	Open syllable; y as vowel; one syllable words  Y as long /i/ Y as short /i/	Inflectional endings -er comparative adjective, -est superlative adjective	antonym, synonym, example, nonexample, homophone, attribute word relationships, semantic classifications	Noun phrase Verb phrase Adverb phrase	Identify the meaning part (phrase) of a decodable sentence Who did it? Did what?, When?, Where? How? Identify the topic of decodable nonfiction text

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LEVEL C	1	Phoneme isolation, segmentation, blending, substitution; syllable segmentation, manipulation	Closed syllable Schwa	<b>Prefixes</b> dis – not, apart, opposite of in, im – in, into mis – bad, wrong non – without un – not, do the opposite of  <b>Suffixes</b> ing – ongoing action ed – action that already happened ment – the act of doing something est – most, superlative  <b>Compound words</b>	antonym, example, nonexample, word relationships, semantic classifications	<b>Nouns</b> What did it? Who did it? What or whom?  <b>Verbs</b> Did what?	Subject Predicate Direct object
	2	Phoneme isolation, segmentation, blending, substitution; syllable segmentation, manipulation	<b>R – controlled syllable</b>  w + or /er/  <b>Consonant + LE syllable</b> gn – gnu kn – know wr – write	<b>Prefixes</b> inter- between or among under – below, beneath or less, over – over, more than, too much fore – before, front mid – middle  <b>Suffixes</b> er/or – one who does, is from, or has a special characteristic, someone who, something that ist – one who performs a specific action someone who  <b>Compound words</b>	antonym, example, nonexample, word relationships, semantic classifications	<b>Nouns</b> What did it? Who did it? What or whom?  <b>Verbs</b> Did what?	Subject Compound subject Predicate Direct object
	3	Phoneme isolation, segmentation, blending, substitution; syllable segmentation, manipulation	Multisyllable words with open  Multisyllable words with final silent e –  y long /e/  y long /i/	<b>Prefixes</b> pre – before, earlier pro – forward, earlier, or prior to re – again, back super – above, over; superior  <b>Suffixes</b> ly – how or how often, like, how something is done ity – condition, quality, state, degree y – characterized by, the quality of ish – characterized by dom – condition or state of  <b>Compound words</b>	antonym, synonym, example, nonexample, word relationships, semantic classifications	<b>Nouns</b> What did it?  <b>Adjectives</b> Which one? How many? What kind?	Subject Predicate Compound predicate Direct object
	4	Phoneme isolation, segmentation, blending, substitution; syllable segmentation, manipulation	Predictable vowel digraph syllable  ai /a/ ay /a/ oa /o/ ee /e/ igh /i/ ey /e/ oe /o/	<b>Prefixes</b> anti – opposite, against sub – under, beneath or below de – away from, down  <b>Suffixes</b> able/ible – able, can do, capable of less – without, lacking ful – full of, characterized by wise – referring to, speaking of  <b>Compound words</b>	antonym, synonym, example, nonexample, word relationships, semantic classifications	<b>Verbs</b> Did what?  <b>Adverbs</b> When? Where? How?	Subject Compound subject Predicate Compound predicate Direct object
	5	Phoneme isolation, segmentation, blending, substitution; syllable segmentation, manipulation	Unpredictable vowel digraph syllable  ea /e/ ea /e/ ea /a/ ie /e/ ie /i/ ow /o/	<b>Prefixes</b> trans – across, beyond, through con, com – together, with <sup>2</sup> semi – half; partly, somewhat  <b>Suffixes</b> ion/ tion/sion – state of being, quality, action, make noun from verb  ness – the state, quality, condition or degree of  <b>Compound words</b>	antonym, synonym, example, nonexample, word relationships, semantic classifications	<b>Nouns</b> What did it?  <b>Adjectives</b> Which one? How many? What kind?  <b>Verbs</b> Did what?  <b>Adverbs</b> When? Where? How?	Subject Compound subject Predicate Compound predicate Direct object
	6	Phoneme isolation, segmentation, blending, substitution; syllable segmentation, manipulation	Diphthong syllable  au or aw ew oi or oy oo – book oo – cool ou ow, town	<b>Prefixes</b> ab – from or away; away from; opposite ex – out en/em – in, within  <b>Suffixes</b> ous, ious – full of, characterized by en – made of, to become  <b>Compound words</b>	antonym, synonym, example, nonexample, homophone, word relationships, semantic classifications	<b>Nouns</b> What did it?  <b>Adjectives</b> Which one? How many? What kind?  <b>Verbs</b> Did what?  <b>Adverbs</b> When? Where? How?	Subject Compound subject Predicate Compound predicate Direct object

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