

# TRAIL TO SUMMIT SCOPE & SEQUENCE

## Trail to Sunshine Peak Suggested Order of Introduction

### Sunshine Peak Trail – Segment 1

**1. Phonemic Awareness:** If the student has placed below level J, starting with a focus in PA will provide adequate instruction so that students can catch up in this area. A PA warmup will continue to be part of the lesson plan as the student progresses through the trail.

### 2. Letter-Sound Correspondences

Group 1 Consonants:	m – man	s – sun	t – top	l – lamp	p – pan
(Group 1 Phoneme/ Grapheme Cards)	f – fun	c – cat	n – nut	b – boy	
	h – hat	k – kite	d – dot	g – goat	

Body Language Keywords: a – apple      e – edge      i – itch      o – octopus      u – up

**3. Syllable:** A word or a word part with a vowel or a vowel team.

**4. Closed Syllable:** A syllable containing one vowel, ending in one or more consonants. The vowel sound is typically short. This does not apply when an r follows a vowel (see r-controlled syllable, level 2)

**5. c-/k- Generalization:** At the beginning of a word, the /k/ sound is typically spelled:

- with the letter c before the letters a, o, and u
- with the letter k before the letter e, i, or y

<b>6. Group 2 Consonants:</b>	j – jam	r – rat	v – van	z – zebra	x – box
	w – wind	y – yes			

Digraphs:	ck – black	th – thumb	th – that	sh – ship
	ch – chin	wh – whip	qu – queen* (not digraph, 2 sounds)	

Long Vowels:                      Say their names: a, e, i, o, u

**6. Consonant Blends:** Two consonants side by side that stick together- unlike digraphs, both sounds are heard. Three or four consonants side by side in which all consonants are heard is called a consonant cluster. Consonant blends can be added into the blending activity.

- Initial l blends: bl, cl, fl, gl, pl, sl, spl
- Initial r blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str, thr
- Initial s blends: sc, sk, sm, sn, sp, st, sw, scr, shr, squ
- Other initial blends: tw
- Final l blends: -lt, -ld, -lp, -lf

- Final r blends: -rd, -rk, -rt
- Final s blends: -st, -sk, -sp
- Other final blends: -nd, -nt, -nk, -mp, -pt, -ft, -ct

**7. Introduction of Heart Words:** Heart words are high frequency words that contain an irregular spelling pattern that students do not yet have the skills to decode. Students attend to the parts of the words that have letter sound correspondences that they know and also the parts of the word they need to “learn by heart.” One or two heart words can be introduced in a lesson in the addition spelling activities section. Below are some common heart words to introduce.

- is, has, to, was
- have, the, what, do
- said, from, want, his
- give, could, would, should
- come, some, love

### Sunshine Peak Trail – Segment 2

(Group 3 Phoneme/Grapheme Cards)

**8. Floss Rule:** Double the final f, s, z, l after a short vowel in a one syllable word.

**9. -ck Generalization:** Use -ck for /k/ sound that comes directly after a short vowel in a one syllable word (pick, duck, black). If the /k/ sound does not come directly after a short vowel, use k (trunk, silk, milk).

**10. Nasal Blends:** Sometimes these are called glued sounds. A glued sound is one in which letters represent more than one sound, but they are difficult to separate.

- ang, ing, ong, ung
- ank, ink, onk, unk

**11. Plural s:**

- Noun: Part of speech that refers to a person, place, or thing. Most nouns are changed from singular to plural by adding a -s. (cats, dogs, bugs)
- Nouns ending in s, x, ch, sh, and z form plurals by adding -es (boxes, washes, gases).

**12. Second sound of s = /z/:** has, bugs, nose, rise, was, his, hers, use, rose, these, those, days

**13. Soft Sounds of c and g:**

- The letter c will say its soft sound /s/ when it is followed by an e, i, or y (cent, city, cyst).
- The letter g will typically say its soft sound /j/ when it is followed by an e, i, or y (gem, ginger, gym).

Exceptions: get, gig, give, gift

**14. -ch/-tch Generalization:** Similar to the -ck generalization- use -tch for the /ch/ sound in a one syllable word, directly after a short vowel (match, pitch, catch, notch). For one syllable words where the /ch/sound does not directly follow a short vowel sound, use -ch. (Limited exceptions: much, such, rich, which)

**15. -ge/dge at the End of Words:** English words do not end in j.

- Use -dge for the /j/ sound in a one syllable word, directly after a short vowel (dodge, badge).
- Use -ge if the /j/ sound does not come directly after a short vowel (huge, cage, hinge, bulge).

**16. No Words End in v:** English words do not end in v. To spell the /v/ sound at the end of a word, we add a silent e.

**17. Special Closed Syllables:**

- Ild, ind, old, ost, oll: Vowel sounds are long, but fall in a closed syllable (wild, kind, bold, most, roll).
- all = /ɔ̃l/: (mall, ball, tall, fall)

**Sunshine Peak Trail – Segment 3**

**18. Introduction of Syllabication:** Attending to the vowels and thinking about the syllable types will help the student moves toward reading big words. Introduce different ways to mark the vowels and determine which sound they are representing.

**19. VC/CV Syllable Division Pattern:** Teach the VC/CV portion from the Teaching Syllable Division Patterns instructions. Both syllables are closed (napkin, cactus, bandit).

**20. Vowel-Consonant-e Syllable:** Also called final e, silent e, or magic e. Fill in the E in CLOVER and add the final-e flashcards to the flashcard activity and use the e flashcard to create final e syllables in the blending activity.

**21. VC/CV with a Final e Syllable at the End:** Using both closed syllables and final e syllables (vampire, inhale, complete, escape, mistake, reptile)

**22. Open syllable:** a syllable ending in a single vowel. The vowel sound will typically be long.

**23. y as a Vowel:**

- In many words, when y comes at the end of a two or more syllable word it will say the long e sound /ē/ (candy, baby, lady, funny, windy, party, every)
- When y comes at the end of a one syllable word, it almost always says the long i sound /ī/ (my, shy, cry, sky, dry, spy)
- When y is in the middle of a word, it will act like the letter i and will be either short or long depending on the syllable type it falls in (myth, gym, cyst, type, byte)

**24. VC/V Syllable Division Pattern:** Teach the VC/V portion from the Teaching Syllable Division Pattern instructions. The first syllable is closed. The second syllable can be closed, open, or final-e. (robin, pedal, clinic, static)

**25. V/CV Syllable Division Pattern:** Teach the VC/V portion from the Teaching Syllable Division Pattern instructions. The first syllable is open. The second syllable can be open, closed, or final e (lilac, veto, rotate, beyond)

## **Trail to Pikes Peak Suggested Order of Introduction**

### **Pikes Peak Trail – Segment 1**

(Group 4 Phoneme/Grapheme Cards)

#### **1. Vowel Team Syllables – Most Common Vowel Teams for Long Vowel Sounds:**

Two vowels that work together to make one sound. Add vowel team to types of syllable types that the student knows.

- ai- sail
- ay- day
- ai/ay Generalization: The vowel team ai will come at the beginning or middle of a word/syllable and is usually followed by l, n, or d (ail, rain, paid). The vowel team ay will come at the end of a word/syllable (day, clay, stay).
  
- ee- feet (middle, end of word/syllable)
- ea- eat, meat (beginning, middle)
- ey- key (end)
  
- igh: /ī/ - light, high, sigh, bright, night
  
- oa- boat (beginning, middle)
- ow- snow, bowl, grown (end or can be followed by l or n)
- oe- toe (end, uncommon)

**2. Bossy R Syllable:** At least one vowel followed by an r. The r gives the vowel a unique sound. Add r-controlled syllables to the review of syllable types that the student knows.

- /ər/        er - her (most common)  
              ir - stir  
              ur - fur
  
- /ar/        ar - car
  
- /or/        or - for

**3. Syllable Division Patterns:** Additional Syllable Division Patterns to apply word analysis through use of the syllabication steps found on p. 134.

- VC/CCV: Divide before consonant blend or consonant digraph: lobster, instep, pilgrim, complete, constant, dolphin, improved (\*fairly common)
- VCC/CV: Divide after a consonant blend or consonant digraph: pumpkin, ringlet, hamster, sandwich
- VCC/CCV: grandstand (appears infrequently, often compound words)  
If VCCCV or VCCCCV is in a compound word, divide between the words: handgrip, hashbrown.

**4. Basic Grammar Concepts:**

- Noun: Part of speech that usually refers to a person, place, or thing.
- Verb: part of speech that usually refers to an action, activity, or state of being.
- Base/Root Word: a word or word part to which prefixes or suffixes can be added to create related words.
- Suffix: a morpheme (unit of meaning), added to a root or base word, that often changes the word's part of speech and that modifies its meaning.
- Prefix: a morpheme (unit of meaning) added to the beginning of a base word that creates a new word with changed meaning or grammatical functioning.

**5. Consonant -le Syllable:** A syllable with a consonant followed by -le at the end of a word. (-ple, -ble, -dle, -fle, -gle, -kle, -tle, zle) purple, bubble, cradle, rifle, wiggle, sparkle, title, puzzle

**6. Consonant-le Syllable Division:** Divide the word directly before the consonant-le ending.

- v/cle: table, maple, cable, bugle, title
- vc/cle: bubble, tumble, dabble, little, trickle

## **Pikes Peak Trail – Segment 2**

(Group 5 Phoneme/grapheme Cards)

**7. Concept of Schwa**

**8. Accents and Accent Rules:** Use the instructions for Teaching Accents and Accent Rules. Student will be able to identify the syllable the accent will fall on in a multisyllabic word and use accent rules to determine vowel sound. Accent rules do not have to be memorized but are learned as a guide for accenting and a way to make sense of the English language.

**9. Decoding Using Word Analysis:** Now that students have learned about accenting this is added to the syllabication steps that students follow to decode unfamiliar words. After students learn these steps, more difficult words can be added in the Decoding Words portion of the lesson plan.

**10. 3 Sounds of -ed:** -ed at the end of a word denotes past tense; an action, activity, or state of being in the past of the current moment.

- -ed = /ed/ rented

- -ed = /d/ loved
- -ed = /t/ cooked

### 11. More Suffixes:

- Vowel Suffixes: -ing, -er, -est, -y, -en
- Consonant Suffixes: -ly, -ment, -ful, -ness, -less, -tion, -sion

### 12. Suffixes and Syllable Accent/Stress:

Prefixes and suffixes are usually not accented/stressed syllables. The following suffixes cause specific word stress patterns.

- Stress one syllable before the suffix: -ic, -tion/-sion, -ity, -ify
- Stress two syllables before the suffix: -cy, -gy, -phy, -fy, -ate
- Stress the suffix: -ee, -eer, -ese

### 13. Decoding Using Word Analysis and Structural Analysis:

When using structural analysis, the first step in reading big words is identifying known word parts (morphemes). Students will use this step to the syllabication steps already learned.

### 14. Doubling (1-1-1) Rule (one syllable, one short vowel, ending in one consonant):

When adding a vowel suffix to a closed syllable word ending in one consonant, double the consonant before adding the suffix. Sometimes this is referred to as protecting the short vowel.  
 Example: hop/hopping, bid/bidder, star/starred, put/putting

### Pikes Peak Trail – Segment 3

### 15. Adding Suffixes to Final e Base Word:

When adding a vowel suffix to a final e base word, drop the final e and add the suffix.

Example: hope/hoping, love/loving, make/maker, improve/improving, place/placed

### 16. Adding Suffixes to Base Words Ending in y:

- Change the y to an i and add the suffix: carry/carried, busy/busily, happy/happiness, empty/emptied, supply/supplier
- Do not change the y to an i if the suffix begins with -i or if there is a vowel before the y: delay/delayed, destroy/destroying, empty/emptying, carry/carrying, enjoy/enjoyment

### 17. More Vowel Teams:

- oo : /ü/ - fool, spool, groom, spoon, hoop, noon, moon, troop  
 /oo/ - look, good, book, wood, cook, foot, wool, shook
- ou : /ow/ - out, count, about, mouse, south, round, mouth, house  
 More common- use before -nd: sound, pound, round
- ow : /ow/ - plow, cow, clown, town, towel, vowel, wow, eyebrow  
 Before n or l, usually spelled with ow: town, howl, growl, frown, brown
- oi: /oi/ - oil, boil, coin, avoid, moist, noise

- oy: /oi/ - boy, royal, enjoy, annoy
- oi/oy generalization: Use “oi” in the beginning or middle of a syllable or word. Use “oy” at the end.
  
- au: /au/ - sauce, August, laundry
- aw: /au/ - claw, lawn, paw, crawl
- au/aw generalization: Use “au” in the beginning or middle of a syllable or word. Use “aw” at the end (sometimes followed by l or n).
  
- ou: /ü/ - soup, youth, group, coupon, acoustic
- ui: /ü/ - suit, fruit, bruise, juice, cruise (less common)
  
- ea: /ě/ - bread, head, dead, leather, thread, sweater  
/ā/ - break, great, steak (just these few)
  
- ie: /ī/ - pie, lie, die, tie  
/ē/ - piece, chief, belief, cookie

### 18. Common Latin Affixes and Roots:

Prefix	Meaning	Root	Meaning
re-	back, again	port	to carry
e, ex-	out	rupt	to break
de-	from	tract	to pull
un-	not	ject	to throw
mis-	badly	form	to shape
dis-	not	vert, vers	to turn
pre-	before	flex, flect	to bend
per-	through	spec, spect	to see
trans-	across	scrib, script	to write

## Trail to Mount Elbert Suggested Order of Introduction

### Mount Elbert Trail – Segment 1

(Group 6 Phoneme/Grapheme Cards)

1. **Digraph ph:** ph: /f/ - phone, phonics, photo, graph
  
2. **Chameleon Prefixes:** The prefix changes its spelling to match the first letter of the root word. Assimilating chameleons in words allows us to speak more fluidly.

not		together or with		to, toward, in, or near		under, beneath, or up	
in-	im-	co-	cor-	ad-	ap-	sub-	sup-
il-	ir-	col-	con-	af-	ar-	suc-	sus-
		com-		as-	at-	suf-	sug-
				ac-	ag-		

- con- changes to com- in front of roots that start with m, p, or b; and to cor- in front of roots that begin with r
- in- changes to im- in front of roots that begin with m, p, or b

### 3. More Latin Prefixes:

a-	not; without
pro-	before; forward
inter-	between; among
out-	exceeds
circum-	around
be-	used as intensive
fore-	before
intra-	within

with-	away
super-	above; over; upon
contra-	against
over-	excessive
post-	after; behind
non-	not
mid-	middle
anti-	against

### 4. More Latin Roots:

stru, struct	to build
dic, dict	to say, tell
mit, miss	to send
spir, spire	to breathe
cred	to believe
pend, pens	to hang
greg	to crowd; group
cern, cert	to decide

duc, duce, duct	to lead
grad, gress, gred	step; degree
vis, vid	to see
ped	foot
aud	to hear; listen
fer	to bear; yield
leg, lect	to choose; read
cur, curs	to run

### 5. More Latin Suffixes:

-ess	female
-dom	quality, realm
-most	most, best
-ish	origin, resembling
-ward	in the direction of
-ure, -ture	state of, act, process
-ate	state, quality of
-fold	as much, many
-ist	one who, that which
-some	like, apt, tending to
-hood	condition, quality
-ship	state of, quality
-ous	full of, having
-age	state of, result of

-fy, -ify	make
-able	able, capable
-ible	able, capable
-ability	able or worthy
-ibility	able or worthy
-ar	belonging to
-or	one who, that which
-ize	make
-ary	quality, place where
-ive	causing, making
-ine	nature of
-an, -ian	native of, relating to
-ent	performing an action
-ant	performing an action



-ity, -ty	state of, quality
-al	relating to

-ence	action, state, quality
-ance	action, process, state

## 6. Other Vowel + R Combinations

- are: /ā/ + /r/ words
- air: /ā/ + /r/ words
- our: /or/ words, /ow/ + /r/ words
- ore: /or/ words
- oar: /or/ words
- ear: /ē/ + /r/ words, /er/ words, /ā/ + /r/ words
- eer: /ē/ + /r/ words
- ure: /ū/ + /r/ or /ü/ + /r/ words

## Mount Elbert Trail – Segment 2

### 7. Possessives:

- Rule 1: Add 's to words to show possession.
- Rule 2: If an s or es has been added to a word to make it plural (cat ⇒ cats or fox ⇒ foxes), add only the apostrophe (cats ⇒ cats'; foxes ⇒ foxes').
- Rule 3: Plurals that don't end in s follow rule 1 (children ⇒ children's).
- Rule 4: If the s at the end of the word is part of the original word, follow rule 1 (Charles ⇒ Charles's).
- Rule 5: If you are showing possession with the word *it*, only add the s not the apostrophe (it ⇒ its).

- 8. Contractions:** A contraction consists of two words that are combined to form one word. To “contract” means to “make smaller,” and that is what we do when we form contractions: we take two longer words and contract them into one shorter word.

Contractions are informal “shortcuts” that we often take in our everyday speech. Instead of saying “Do not tease the dog,” we shorten it to “Don’t tease the dog.”

Those same shortcuts can be used in informal writing when we want our writing to reflect our way of speaking. In formal writing, however, it’s best to avoid contractions.

are not = aren't	is not = isn't	we are = we're
cannot = can't	it is = it's	we have = we've
could not = couldn't	it has = it's	we will = we'll
did not = didn't	it will = it'll	we would = we'd
do not = don't	must not = mustn't	we had = we'd
does not = doesn't	she is = she's	were not = weren't
had not = hadn't	she has = she's	what is = what's
have not = haven't	she will = she'll	where is = where'
he is = he's	she would = she'd	who is = who's

he has = he's	she had = she'd	who will = who'll
he will = he'll	should not = shouldn't	will not = won't *
he would = he'd	that is = that's	you are = you're
he had = he'd	there is = there's	would not = wouldn't
here is = here's	they are = they're	you have = you've
I am = I'm	they have = they've	you will you'll
I have = I've	they will = they'll	you would = you'd
I will = I'll	they would = they'd	you had = you'd
I would = I'd	they had = they'd	I had = I'd
was not = wasn't		*irregular contraction

**9. CV/VC Syllable Division Pattern:** When the vowels are not working as a team and say separate vowel sounds, divide between the vowels: create, neon, radio, idea, stadium, violin

**10. Less Frequent Vowel Team Combinations:**

- ei: /ē/ - Follows i before e except after c rule: ceiling, receipt, receive, deceive, deceit  
/ā/ - vein, veil, reign, beige
- ew: /ū/ - few, chew, pew, askew, cashew  
/ü/ - blew, dew, brew, threw, new
- eu: /ū/ - feud, Europe, neuron, eunuch, euphoric  
/ü/ - deuce, sleuth, leukemia, streusel
- ey: /ā/ - they, prey, obey, survey
- ue: /ū/ - rescue, hue, cue, issue, value  
/ü/ - due, blue, sue, avenue, true
- eigh: /ā/ - eight, weight, neighbor, sleigh

**11. Homophones:** A homophone is a word that has the same sound as another word but has a different meaning. Homophones may be spelled the same or different. Examples: meat & meet, pair & pear

**12. Combining Forms:** A combining form is a modified form of an independent word that occurs in combination with words, affixes, or other combining forms.

auto-	self	mono-	one, single
bi-	two	philo-	love
bene-	well, favorable	psyche-	mind, soul
geo-	earth	tele-	distance

**13. More Roots:**

cide, cise	to kill, to cut	viv, vivi, viti, vita	to live, survive
sta, stit, sist, stet	to stand	voc, vok, voke	to call

fac, fact, fet, fic	to make, do	leg	law
pos, pon, pound	to place, set	lit, liter, litera	letters
pel, puls	to drive, push	cap, cep, cept, cip	to take, seize, receive
mob, mot, mov	to move	cad, cas, cid	to fall
tend, tens, tent	to stretch, strain	cede, ceed, cess	to go, yield
ten, tain, tin, tinu	to hold	capit, capt	head, chief
gen, genus	race, kind, species	feder, fid, fide, feal	trust, faith

### Mount Elbert Trail – Segment 3

#### 16. Initial Silent Letters:

- rh - (silent h) rhymes, rhino, rhubarb, rhetoric
- wr - (silent w) write, wrap, wreck, wrist, wrench
- gu - (silent u) guess, guide, guild, guest, disguise, guilt
- gh - (silent h) ghost, ghetto, aghast, spaghetti, ghoul, Afghanistan
- gn - (silent g) gnat, gnaw, gnome, gnarl, gnash

#### 17. Final Silent Letters:

- mb - (silent b) comb, climb, crumb, bomb, thumb, lamb
- mn - (silent n) autumn, column, hymn, solemn, condemn
- gn - (silent g) align, sign, feign, foreign, design, campaign
- stle - (silent t) castle, bristle, bustle, whistle, wrestle
- sten - (silent t) fasten, glisten, listen, moisten, christen

#### 18. Additional Digraph Sounds:

- ch: /k/ - Christmas, school, ache, anchor, chemist, chorus, orchid
- ch: /sh/ - Chicago, champagne, machine, mustache, chef, brochure

#### 19. French Influenced Patterns:

- que: /k/ - antique, unique, boutique, plaque, mosque, picturesque
- gue: /g/ - vague, fatigue, league, plague, rogue, intrigue

#### 20. a with w or qu:

- wa: /wä/ - wash, water, walk, wand, swap, swat
- qua: /qua/ - squash, aqua, quad, squad, squab

#### 21. More Less Frequent Vowel Teams

- ou: /ə/ - double, cousin, enough, couple, trouble, southern
- augh: /aw/ - caught, daughter, fraught, naughty, taught, slaughter
- ough: /aw/ - bought, fought, brought, thought, sought

#### 22. Special r-Controlled Syllables:

- war: warm, ward, warp
- wor: world, word, worm