

Grade 1: Foundations Progression

Skill Number	Basic Level	Grade Level	Accelerated Level
1	consonant sounds - d, g, c, t PA - Identifying rhymes <ul style="list-style-type: none"> ● FHP - PA1 	a /a/ (apple); o /o/ (octopus) Review d, g, c, t, m, l, h, n, r, p PA - Making rhymes <ul style="list-style-type: none"> ● FHP - PA1 ● Rhyming Activities ● I Have Who Has Short O Words ● Stretchy Snake Short O Word Cards ● Stretchy Snake Short A Word Cards ● Short vowel tents/sticks ● FHP - SP1 ● Picture/Letter sorts 	Consonant sound review PA - Blending 2-3 sounds <ul style="list-style-type: none"> ● Guess My Word - Say 1 sound at a time ● Book - The wedding of Q and U by Denise Dillon Hreha ● Picture/Letter sorts ● Sound dictation
2	a /a/ (apple) PA - Identifying rhymes <ul style="list-style-type: none"> ● FHP - PA2 ● Stretchy Snake Short A Word Cards ● FHP - SP1 	i /i/ (itch) Review: j, s, f, b PA - Making rhymes <ul style="list-style-type: none"> ● FHP - PA2 or Rhyming Go Fish (Make cards using FHP CD) ● Stretchy Snake Short i Word Cards ● Short vowel tents/sticks ● Sound dictation 	Short vowel sound review - a (apple), o (octopus), i (itch), u (up), e (echo) PA - Blending up to 4 sounds <ul style="list-style-type: none"> ● Guess My Word - Say 1 sound at a time ● Stretchy Snake Short O Word Cards ● Stretchy Snake Short A Word Cards ● Stretchy Snake Short i Word Cards ● Old MacDonald Short Vowel Sound Review Song/Book ● Short vowel tents/sticks ● SP4
3	consonant sounds - m, l, r, p PA - Identifying rhymes <ul style="list-style-type: none"> ● Rhyming Go Fish (Make cards using FHP CD) ● Rhyming Activities 	u /u/ (up) Review: k, w, x, sh, th PA - segmenting sentences <ul style="list-style-type: none"> ● Sentence Segmenting activities ● Short vowel tents/sticks 	Digraph Review - sh, th, wh, ch PA - Blending up to 5 sounds <ul style="list-style-type: none"> ● Guess My Word with 5 sounds ● FHP - LS17 (Do not compare digraphs to blends (“clusters”) as it does in the book as these have not been taught yet. Also only use words the children have the taught knowledge to read and spell. i.e. shop, fish, chip)

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			<ul style="list-style-type: none"> Phoneme-Grapheme Mapping (show how digraphs go in 1 box because they make 1 sound)
4	o /o/ octopus PA - Making rhymes <ul style="list-style-type: none"> Stretchy Snake Short O Word Cards Short vowel tents/sticks (with only sounds taught) 	e /e/ (echo); Review: v, z, y, qu PA - Identifying/matching beginning sounds (not letters) <ul style="list-style-type: none"> Phoneme Matching Activities Book - The wedding of Q and U by Denise Dillon Hreha Old MacDonald Short Vowel Sound Review Song/Book Short vowel tents/sticks FHP - SP2, SP4 	ck - including the rule for when to use c vs k vs ck PA - segmenting syllables <ul style="list-style-type: none"> Sort for c, k, ck
5	consonants - h, n, s, j PA - Making rhymes <ul style="list-style-type: none"> Picture/letter sorts Sound dictation 	Digraphs-sh, th, wh PA - Identifying/matching beginning sounds <ul style="list-style-type: none"> Picture sound sort FHP - LS17 (Do not compare digraphs to blends (“clusters”) as it does in the book as these have not been taught yet. Also only use words the children have the taught knowledge to read and spell. i.e. shop, fish, chip) 	ff-ll-ss-zz; a /o/ (all “glued” sound) (FLOSS rule) PA - segmenting 2-3 sounds <ul style="list-style-type: none"> Phoneme Isolation & Segmenting Activities
6	i /i/ itch PA - Making rhymes <ul style="list-style-type: none"> Stretchy Snake Short i Word Cards Short vowel tents/sticks (with only sounds taught) 	Digraphs-ch, -ck PA - Identifying/matching ending sounds (not letters) <ul style="list-style-type: none"> FHP - PA4 FHP - LS17 Phoneme-Grapheme Mapping (show how digraphs go in 1 box because they make 1 sound) 	ng/nk “glued sounds” - ing, ang, ong, ung, ink, ank, onk, unk PA - segmenting up to 4 sounds
7	consonants - f, b, k, w	ff-ll-ss-zz; a /o/ (all “glued” sound) (FLOSS	Suffix s /s/ (hops); Suffix s /z/ (cans) (also

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	PA - Segmenting sentences <ul style="list-style-type: none"> ● Sentence Segmenting Activities 	rule) PA - Identifying/matching beginning & ending sounds <ul style="list-style-type: none"> ● FHP - PA5 	teach es, when to use s vs es) PA - segmenting up to 4 sounds <ul style="list-style-type: none"> ● FHP-WS2, WS3
8	u /u/ up PA - segmenting syllables <ul style="list-style-type: none"> ● Short vowel tents/sticks (with only sounds taught) 	ing, ang, ong, ung (ng “glued” sounds) PA - Identifying/matching medial sounds (not letters) <ul style="list-style-type: none"> ● FHP - PA9 	Review long vowels - a (acorn), i (ice cream), o (overalls), e (eagle), u (unicorn) & difference between long/short vowels PA -segmenting up to 5 sounds <ul style="list-style-type: none"> ● Additional segmenting practice (first activity) ● FHP - LS12-15
9	consonants - x, v, y, z PA - Identifying/matching beginning sounds (not letters) <ul style="list-style-type: none"> ● Beginning sound picture sort 	ink, ank, onk, unk (nk “glued sounds) PA - blending syllables	Closed syllables PA - syllable deletion (i.e say baseball without base) <ul style="list-style-type: none"> ● Technique for teaching open/closed syllables
10	e /e/ echo PA - Identifying/matching beginning sounds (not letters) <ul style="list-style-type: none"> ● Phoneme Matching Activities ● Old MacDonald Short Vowel Sound Review Song/Book ● Short vowel tents/sticks (with only sounds taught) ● FHP - SP2, SP4 	Suffix s /s/ (hops); Suffix s /z/ (cans) PA - blending 2-3 sounds into words <ul style="list-style-type: none"> ● FHP - WS2 	Initial 2 -letter consonant blends PA - deleting beginning sounds (i.e. say farm without /f/, say meet without /t/) <ul style="list-style-type: none"> ● Deletion Activities ● Blend Song ● FHP - LS7, LS8 (Careful with this one - It lumps digraphs and blends in together. Do not teach these as the same thing!), LS9, LS10, LS11 ● Phoneme-Grapheme Mapping (show how blends get separate boxes because they are still separate sounds, just blended together) ● Roll-a-Blend Games

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11	<p>Qu PA - Identifying/matching ending sounds (not letters)</p> <ul style="list-style-type: none"> ● FHP - PA4 ● Book - The wedding of Q and U by Denise Dillon Hreha 	<p>Intro to Long vowels - a (acorn), i (ice cream), o (overalls), e (eagle), u (unicorn) PA - blending up to 4 sounds into words</p>	<p>Ending 2 letter consonant blends & words with beginning & ending blends PA - deleting ending sounds</p>
12	<p>Digraphs-sh, th, wh PA - Identifying/matching beginning & ending sounds (not letters)</p> <ul style="list-style-type: none"> ● FHP - PA5 ● FHP - LS17 (Do not compare digraphs to blends (“clusters”) as it does in the book as these have not been taught yet. Also only use words the children have the taught knowledge to read and spell. i.e. shop, fish, chip) 	<p>Difference between short and long vowels PA - blending up to 4 sounds into words</p> <ul style="list-style-type: none"> ● FHP - LS12-15 	<p>tch /ch/ (catch); dge /j/ (fudge) PA - deleting medial sounds</p>
13	<p>Digraphs-ch,-ck PA - Identifying/matching medial sounds</p> <ul style="list-style-type: none"> ● FHP - PA9 ● FHP - LS17 ● Phoneme - Grapheme Mapping - (Show how digraphs go in 1 box because they make 1 sound) 	<p>Closed Syllables PA - segmenting syllables</p> <ul style="list-style-type: none"> ● Technique for teaching open/closed syllables 	<p>Suffix: ing (no base change-bumping) PA - deleting sounds - mixed</p> <ul style="list-style-type: none"> ● FHP - WS5
14	<p>ff-ll-ss-zz a /o/ (all “glued” sound) (FLOSS rule) PA - blending syllables</p>	<p>Beginning Two-Letter Blends: bl, gl, etc./sm, sp, etc. PA - segmenting 2-3 sound words</p> <ul style="list-style-type: none"> ● Phoneme Isolation & Segmenting Activities ● FHP - LS7, LS8 (Careful with this one - It lumps digraphs and blends in together. Do not teach these as the 	<p>Two-Syllable Compound Words PA - deleting sounds - mixed</p>

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		same thing!), LS9, LS10	
15	ing, ang, ong, ung (ng “glued” sounds) PA - blending 2-3 sounds into words <ul style="list-style-type: none"> Phoneme Isolation & Segmenting Activities 	Beginning Two-Letter Blends: br, cr, pr, etc. PA - segmenting 2-3 sound words <ul style="list-style-type: none"> Blend Song FHP - LS11 Phoneme-Grapheme Mapping (show how blends get separate boxes because they are still separate sounds, just blended together) Roll-a-Blend Games 	Two-Syllable words with closed syllables (magnet, hotdog) PA - substituting beginning sounds (i.e. change /c/ in crab to /g/) <ul style="list-style-type: none"> Substitution Activities (end of packet) FHP - PA10 (use this procedure but with beginning sounds)
16	ink, ank, onk, unk (nk “glued” sounds) PA - blending 2-3 sounds into words	Ending Blends PA - syllable deletion (i.e say baseball without base)	Magic -e (a_e, e_e, i_e, o_e, u-e); include special Magic-e: u_e (cube/June); ire (fire); se (nose) & magic e with blends & suffixes PA - substituting ending sounds <ul style="list-style-type: none"> FHP - PA10 Magic e song (good intro) FHP - LS19, SP10
17	Suffix s /s/ (hops); Suffix s /z/ (cans) PA - blending up to 4 sounds into words <ul style="list-style-type: none"> FHP - WS2 	Beginning and Ending Blends (two-letter only) PA - syllable deletion	Magic e vs. closed & 2 syllable words combining closed & magic e (i.e. umpire, flagpole) PA - substituting medial sounds <ul style="list-style-type: none"> Word Sort
18	Intro to Long vowels - a (acorn), i (ice cream), o (overalls), e (eagle), u (unicorn) PA - blending up to 4 sounds into words	tch /ch/ (catch); dge /j/ (fudge) PA - Counting sounds in words	Open Syllable: a, e, i, o, u y/i/ (fly) PA - substituting medial sounds <ul style="list-style-type: none"> Revisiting technique for teaching open/closed syllables
19	Difference between short and long vowels PA - segmenting syllables <ul style="list-style-type: none"> FHP - LS12-15 	Suffix: ing (no base change-bumping) PA - segmenting 4 sound words <ul style="list-style-type: none"> FHP - WS5 	Combining syllables with open syllables to make 2 syllable words (i.e. remote, robot) PA - substituting sounds - mixed

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			<ul style="list-style-type: none"> FHP - PA11
20	Closed Syllables PA - segmenting 2-3 sound words <ul style="list-style-type: none"> Technique for teaching open/closed syllables 	Two-Syllable Compound Words PA - segmenting 4-5 sound words <ul style="list-style-type: none"> Additional Segmenting Practice (first activity) 	Introduction to Vowel Teams for Long a: ai, ay PA - Revisit past skills using more challenging words/sounds <ul style="list-style-type: none"> Phoneme-Grapheme Mapping (show how a vowel team goes in 1 box because it makes 1 sound)
21	Beginning Two-Letter Blends: bl, gl, etc./sm, sp, etc. PA - segmenting 2-3 sound words <ul style="list-style-type: none"> FHP - LS7, LS8 (Careful with this one - It lumps digraphs and blends in together. Do not teach these as the same thing!), LS9, LS10 	Two-Syllable words with closed syllables (magnet, hotdog) PA - segmenting 4-5 sound words	Introduction to Vowel Teams for Long o: oa, ow, oe PA - Revisit past skills using more challenging words/sounds
22	Beginning Two-Letter Blends: br, cr, pr, etc. PA - segmenting up to 4 sounds <ul style="list-style-type: none"> FHP - LS11 Blend Song Phoneme-Grapheme Mapping (show how blends get separate boxes because they are still separate sounds, just blended together) Roll-a-Blend Games 	Magic -e (a_e, e_e, i_e, o_e, u-e) PA - deleting beginning sounds (i.e. say farm without /f/) <ul style="list-style-type: none"> Deletion Activities Magic e song (good intro) FHP - LS19, SP10 	Introduction to Vowel Teams for Long e: ee, ea PA - Revisit past skills using more challenging words/sounds <ul style="list-style-type: none"> ee/ea game
23	Ending Blends PA - segmenting up to 4 sounds <ul style="list-style-type: none"> Additional segmenting practice (first activity) 	Special Magic-e: u_e (cube/June); ire (fire); se (nose) PA - deleting ending sounds	Introduction to Vowel Teams for Long i: ie PA - Revisit past skills using more challenging words/sounds
24	Beginning and Ending Blends (two-letter only) PA - syllable deletion (i.e say baseball without base)	Magic -e with Blends PA - deleting medial sounds	Introduction to Vowel Teams for Long u: ue PA - Revisit past skills using more challenging words/sounds

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25	tch /ch/ (catch); dge /j/ (fudge) PA - syllable deletion	Magic -e vs closed; Magic -e with Suffix s (cakes) PA - deleting sounds - mixed <ul style="list-style-type: none"> • Word Sort 	Combining syllables to make 2 syllable words including vowel teams (rainbow, magpie)
26	Suffix: ing (no base change-bumping) PA - Counting sounds in words <ul style="list-style-type: none"> • FHP - WS5 	Open Syllable: a, e, i, o, u y/i/ (fly) PA - substituting beginning sounds (i.e. change the /c/ in crab to /g/) <ul style="list-style-type: none"> • Substitution Activities (end of packet) • FHP - PA10 (use this procedure but with beginning sounds) • Revisiting technique for teaching open/closed syllables 	Bossy-R: er, ir, ur /er/ (her, bird, turn) <ul style="list-style-type: none"> • FHP - LS20 (use format but focus on 1 pattern at a time)
27	Magic -e (a_e, e_e, i_e, o_e, u-e) PA - segmenting 4-5 sound words <ul style="list-style-type: none"> • Magic e song (good intro) • FHP - LS19 	Introduction to Vowel Teams for Long a: ai, ay PA - substituting ending sounds <ul style="list-style-type: none"> • FHP - PA10 • Phoneme - Grapheme Mapping (show how a vowel team goes in 1 box because it makes 1 sound) 	Bossy-R: or, ar (corn, car) <ul style="list-style-type: none"> • FHP - LS20
28	Special Magic-e: u_e (cube/June); ire (fire); se (nose) PA - segmenting 4-5 sound words	Introduction to Vowel Teams for Long o: oa, ow, oe PA - substituting medial sounds	Combining syllables to make 2 syllable words including Bossy R (carpet, garden) <ul style="list-style-type: none"> • Word House
29	Magic -e with Blends PA - deleting beginning sounds (i.e. say farm without /f/=arm) <ul style="list-style-type: none"> • Deletion Activities 	Introduction to Vowel Teams for Long e: ee, ea PA - substituting sounds - mixed <ul style="list-style-type: none"> • FHP - PA11 • ee/ea game 	Diphthongs: oi /oi/ (oil); oy /oi/ (toy)
30	Magic -e vs. closed; Magic -e with Suffix s (cakes) PA - deleting ending sounds <ul style="list-style-type: none"> • Word Sort 	Introduction to Vowel Teams for Long i: ie PA - Revisit past skills using more challenging words/sounds	Diphthongs: ow /o/ (cow); ou (round)

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31	Open Syllable: a, e, i, o, u y/i/ (fly) PA - deleting medial sounds Revisiting Technique for teaching open/closed syllables	Introduction to Vowel Teams for Long u: ue PA - Revisit past skills using more challenging words/sounds	Diphthongs: aw /o/ (paw); oo /u/ (book)
32	Introduction to Vowel Teams for Long a: ai, ay PA - deleting sounds - mixed	Bossy -R: er /er/ (her) PA - Revisit past skills using more challenging words/sounds <ul style="list-style-type: none"> ● FHP - LS20 (use format but focus on 1 pattern at a time) 	Combining syllables with diphthongs to make 2 syllable words (destroy, outside)
33	Introduction to Vowel Teams for Long o: oa, ow, oe PA - substituting beginning sounds (i.e. change the /c/ in crab to /g/) <ul style="list-style-type: none"> ● Substitution Activities (end of packet) ● FHP - PA10 (use this procedure, but with beginning sounds) ● Phoneme - Grapheme Mapping (show how a vowel team goes in 1 box because it makes 1 sound) 	Bossy -R ir /er/ (bird); ar /ar/ (car) PA - Revisit past skills using more challenging words/sounds <ul style="list-style-type: none"> ● FHP - LS20 	Contractions <ul style="list-style-type: none"> ● FHP - WS4, WS7, WS8, WS9
34	Introduction to Vowel Teams for Long e: ee, ea PA - substituting ending sounds <ul style="list-style-type: none"> ● FHP - PA10 ● ee/ea game 	Bossy -R ur /er/ (turn); or /or/ (corn) PA - Revisit past skills using more challenging words/sounds <ul style="list-style-type: none"> ● FHP - LS20 	Rule for soft/hard c and g <ul style="list-style-type: none"> ● FHP - LS21 ● C Rule Poster ● G Rule Poster
35	Introduction to Vowel Teams for Long i: ie PA - substituting medial sounds	Diphthongs: oi /oi/ (oil); oy /oi/ (toy) PA - Revisit past skills using more challenging words/sounds	Adding suffix ed to words (no base change - jumped) <ul style="list-style-type: none"> ● FHP - WS6
36	Introduction to Vowel Teams for Long u: ue PA - substituting sounds	Diphthongs: ow /o/ (cow); ou (round) PA - Revisit past skills using more challenging	Forming possessives ('s vs. s)

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		words/sounds	
37	Introduction to Bossy R (if time permits) PA - substituting sounds - mixed <ul style="list-style-type: none"> ● FHP - PA11 ● FHP - LS20 	Diphthongs: aw /o/ (paw); oo /u/ (book) PA - Revisit past skills using more challenging words/sounds	Combining all taught syllable types to form multisyllable words & break words into syllables (carpenter, transformer) <ul style="list-style-type: none"> ● WS10 (Use lesson idea, but many of the examples are not good. Use words with syllable types worked on & no schwa sound) ● Syllable Division Activities
38		Contractions- (omit-could, should, would) <ul style="list-style-type: none"> ● FHP - WS4, WS7, WS8, WS9 	