

A Teacher's
LEVEL Manual

Foundations

Denise Eide

LogicofEnglish®

SCOPE & SEQUENCE

Lesson	Phonemic Awareness	Systematic Phonics		Cursive Handwriting	Manuscript Handwriting	Spelling	Comprehension & Fluency	Vocabulary & Composition
1	Demonstrate an understanding that different sounds are produced by shaping the mouth, tongue, and lips in different ways. Identify a sound as voiced or unvoiced. Listen to two spoken words and blend them into one compound word.			Identify the baseline. Identify the top line. Identify the midline. Write the swing stroke.	Identify the baseline. Identify the top line. Identify the midline. Write the swing stroke.			
2	Demonstrate an understanding that different sounds are produced by shaping the mouth, tongue, and lips in different ways. Identify a sound as voiced or unvoiced. Identify if a sound is a nasal sound. Listen to two spoken words and blend them into one compound word.			Write the down stroke.	Write the down stroke.			
3	Demonstrate an understanding that different sounds are produced by shaping the mouth, tongue, and lips in different ways. Identify a sound as voiced or unvoiced. Identify if a sound is a nasal sound. Distinguish between two different consonant sounds. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.			Write the roll stroke.	Write the roll stroke.			
4	Distinguish between two different consonant sounds. Identify a sound as voiced or unvoiced. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.			Write the curve stroke.	Write the straight stroke.			
5	Demonstrate an understanding that different sounds are produced by shaping the mouth, tongue, and lips in different ways. Distinguish between two different consonant sounds. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [a].		Write lowercase [a].	Write lowercase [a].			
Assessment A				Assessment A				
6	Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt. Distinguish between two different consonant sounds.	Read the sound of the single-letter phonogram [d].		Write lowercase [d].	Write lowercase [d].			
7	Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt. Identify the initial sound in words.	Read ALL the sounds, in order of frequency, of the single-letter phonograms.		Write the drop-swoop stroke.	Write the drop-swoop stroke.			
8	Blend one-syllable CVC words from an auditory prompt. Blend two-syllable words from an auditory prompt. Identify the initial sound in words.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [g]. Match the lowercase a-z phonograms in a bookface font to a handwritten form.		Write lowercase [g].	Write lowercase [g].			
9	Identify the initial sound in words. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt. Blend two-syllable words from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [c]. Match the lowercase a-z phonograms in a bookface font to a handwritten form.		Write lowercase [c].	Write lowercase [c].			

Lesson	Phonemic Awareness	Systematic Phonics		Cursive Handwriting	Manuscript Handwriting	Spelling	Comprehension & Fluency	Vocabulary & Composition
10	Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt. Blend two-syllable words from an auditory prompt. Segment one-syllable words into their individual sounds.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [o]. Match the lowercase a-z phonograms in a bookface font to a handwritten form.		Write lowercase [o].	Write lowercase [o].			
Assessment B				Assessment B				
11	Identify the initial sound in words. Blend two consonants from an auditory prompt. Segment one-syllable words into their individual sounds.	Read ALL the sounds, in order of frequency, of the single-letter phonograms.		Write the drop-hook stroke.	Write the drop-hook stroke.			
12	Identify the initial sound in words. Blend two consonants from an auditory prompt. Segment one-syllable words into their individual sounds.	Read the sound of the multi-letter phonogram [qu].		Write lowercase [qu].	Write lowercase [qu].	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
13	Blend two consonants from an auditory prompt. Segment one-syllable words into their individual sounds.	Demonstrate an understanding that vowels are sounds which can be sung AND can be controlled for volume, and that they are NOT blocked by the lips, tongue, or teeth. Demonstrate an understanding that consonants are sounds blocked by the lips, tongue, or teeth, and that they usually cannot be sung or controlled for volume. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.		Write the scoop stroke.	Write the curve stroke.	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
14	Distinguish between two different vowel sounds. Blend two consonants from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [s]. Demonstrate an understanding that vowels are sounds which can be sung AND can be controlled for volume, and that they are NOT blocked by the lips, tongue, or teeth. Demonstrate an understanding that consonants are sounds blocked by the lips, tongue, or teeth, and that they usually cannot be sung or controlled for volume. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.		Write lowercase [s].	Write lowercase [s].			
15	Identify the initial sound in words. Distinguish between two different vowel sounds. Blend two consonants from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonograms.		Write the cross stroke.	Write the cross stroke.	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
Assessment C				Assessment C				
16	Distinguish between two different vowel sounds. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt. Segment one-syllable words into their individual sounds.	Read the sound of the single-letter phonogram [t]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.		Write lowercase [t].	Write lowercase [t].	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
17	Identify the initial sound in words. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [i]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.		Write lowercase [i].	Write lowercase [i].			

Lesson	Phonemic Awareness	Systematic Phonics		Cursive Handwriting	Manuscript Handwriting	Spelling	Comprehension & Fluency	Vocabulary & Composition
18	Identify the initial sound in words. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonograms.		Write the circle stroke.	Write the circle stroke.	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
19	Identify the initial sound in words. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.	Read the sound of the single-letter phonogram [p]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.		Write lowercase [p].	Write lowercase [p].			
20	Identify the final sound in a word.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [u]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.		Write lowercase [u].	Write lowercase [u].	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
Assessment D				Assessment D				
21	Identify the final sound in a word. Identify a sound as voiced or unvoiced.	Read the sound of the single-letter phonogram [j]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.		Write lowercase [j]. Write words with letters connected from the baseline.	Write lowercase [j]. Write words leaving appropriate space between the letters within the word.	cat, dad, sad, sit, dug	Demonstrate understanding of a word the student has independently decoded.	
22	Identify the final sound in a word.	Read the sound of the single-letter phonogram [w]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.		Write lowercase [w]. Write words with letters connected from the baseline.	Write lowercase [w]. Write words leaving appropriate space between the letters within the word.	up, pig, pup, sat, it Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a word the student has independently decoded.	
23	Identify the final sound in a word.	Read ALL the sounds, in order of frequency, of the single-letter phonograms. Match the lowercase a-z phonograms in a bookface font to a handwritten form.		Write words with letter connected with the dip stroke.	Write words leaving appropriate space between the letters within the word.	dog, cop, top, pot, pop Encode one-syllable CVC words.	Demonstrate understanding of a word the student has independently decoded.	
24	Identify the final sound in a word.	Read ALL the sounds, in order of frequency, of the single-letter phonograms.		Write the bump stroke.	Write the bump stroke.	jug, dig, cup, tap, dip Write the lowercase single-letter phonograms from an auditory prompt of the sound(s). Spell one-syllable CVC words.	Demonstrate understanding of a word the student has independently decoded.	
25	Identify the final sound in a word.	Blend two consonants in isolation. Read the sound of the single-letter phonogram [r].		Write lowercase [r].	Write lowercase [r].	rat, jog, wig, rip, pat	Demonstrate understanding of a word the student has independently decoded.	
Assessment E				Assessment E				
26	Identify the medial vowel sound in words.	Blend two and three consonants in isolation. Read the sound of the single-letter phonogram [n]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Identify QU as a multi-letter phonogram in one-syllable words. Decode words that follow the rule <i>Q always needs a U; therefore U is not a vowel here.</i>		Write lowercase [n].	Write lowercase [n].	can, and, quit, nut, nap Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a word the student has independently decoded.	

Lesson	Phonemic Awareness	Systematic Phonics		Cursive Handwriting	Manuscript Handwriting	Spelling	Comprehension & Fluency	Vocabulary & Composition
27	Identify the medial vowel sound in words.	Blend two and three consonants in isolation. Read the sound of the single-letter phonogram [m]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.		Write lowercase [m]. Put a space between words.	Write lowercase [m]. Put a space between words.		Demonstrate understanding of a phrase the student has independently decoded.	
28	Identify the medial vowel sound in words.	Blend two and three consonants in isolation. Read ALL the sounds, in order of frequency, of the single-letter phonograms.		Write the loop stroke.	Write the slant stroke.	map, man, mom, gum, tan	Demonstrate understanding of a phrase the student has independently decoded.	
29	Identify the medial vowel sound in words.	Blend two and three consonants in isolation. Read ALL the sounds, in order of frequency, of the single-letter phonogram [e]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.		Write lowercase [e].	Write lowercase [e].	pen, jet, pet, net, wet Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a word the student has independently decoded.	
30	Identify the medial vowel sound in words.	Blend two and three consonants in isolation. Read the sound of the single-letter phonogram [l]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Identify QU as a multi-letter phonogram in one-syllable words. Decode words that follow the rule Q always needs a U; therefore U is not a vowel here.		Write lowercase [l].	Write lowercase [l].	quilt, log, men, mad, leg Write the lowercase single-letter phonograms from an auditory prompt of the sound(s). Spell one-syllable CVC words.	Demonstrate understanding of a phrase the student has independently decoded.	
Assessment F				Assessment F				
31	Identify the initial sound in words.	Blend two and three consonants in isolation. Read the sound of the single-letter phonogram [b]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.		Write lowercase [b].	Write lowercase [b].	big, sand, ran, bad, bend Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a word the student has independently decoded.	
32	Identify the initial sound in words.	Read the sound of the single-letter phonogram [h]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.		Write lowercase [h].	Write lowercase [h].	red, bat, hit, dot, band Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a phrase the student has independently decoded.	
33	Change the initial sound to create a new word.	Read the sound of the single-letter phonogram [k]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Blend two and three consonants in isolation.		Write lowercase [k].	Write lowercase [k].	sink, honk, skunk, ink, link	Demonstrate understanding of a word the student has independently decoded.	
34	Change the initial sound to create a new word.	Read the sound of the single-letter phonogram [f]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Blend two and three consonants in isolation.		Write lowercase [f].	Write lowercase [f].	fast, nest, list, best, last Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a phrase the student has independently decoded.	
35	Blend two-syllable words from an auditory prompt.	Read the sound of the single-letter phonogram [v]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.		Write lowercase [v].	Write lowercase [v].	van, vest, kid, win, rest	Demonstrate understanding of a word the student has independently decoded.	
Assessment G				Assessment G				

Lesson	Phonemic Awareness	Systematic Phonics		Cursive Handwriting	Manuscript Handwriting	Spelling	Comprehension & Fluency	Vocabulary & Composition
36		Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Identify the short vowel sounds of the six single-letter vowels. Read short vowel sounds marked with a breve. Read ALL the sounds, in order of frequency, of the single-letter phonogram x .		Write lowercase x .	Write lowercase x .	box, milk, tent, wax, fist	Demonstrate understanding of a word the student has independently decoded. Read high frequency words.	
37		Read ALL the sounds, in order of frequency, of the single-letter phonogram y . Identify whether each sound of the single-letter phonograms is a consonant or a vowel.		Write lowercase y .	Write lowercase y .	yes, jump, six, skin, skip	Demonstrate understanding of a word the student has independently decoded. Read high frequency words.	Compose phrases.
38		Read the sound of the single-letter phonogram z . Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Identify the short vowel sounds of the six single-letter vowels. Identify the second sound of the six single-letter vowels as a long sound. Read long vowel sounds marked with a macron.		Write lowercase z .	Write lowercase z .	if, zip, fox, flag, flap	Read high frequency words.	
39		Identify the short vowel sounds of the six single-letter vowels. Read short vowel sounds marked with a breve. Identify the second sound of the six single-letter vowels as a long sound. Read long vowel sounds marked with a macron.				bed, sun, wind, stomp, stamp Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a phrase the student has independently decoded.	
40	Celebration Day!			Celebration Day!				
Assessment H				Assessment H				