**Scope and Sequence**

### Phonemic/Phonological Awareness (Oral) K A B C
- Identifying Initial Consonant Sounds & Vowels Sound • • • •
- Identifying Final Consonant Sounds • • •
- Identifying Medial Vowel Sounds • • •
- Segmenting and Blending Phonemes • • • •
- Recognizing and Producing Rhyme • • • •
- Syllables • • • •
- Identifying and Blending Onsets and Rimes • • • •

### Alphabet Awareness K A B C
- Recognizing and Naming Letters of the Alphabet • •
- Alphabetical Order • •
- Alphabetizing (2nd and 3rd Letter) • • •
- Capital and Lowercase Letter Discrimination • •
- Consonant and Vowel Discrimination • •

### Concepts of Print
- Concept of Word • •
- Concept of Sentence • •
- Concept of Paragraph • •
- Track Print Left to Right and Up-Down • •

### Phonics
- Sound-to-Symbol Correspondence • • • •
- Blending Phonemes • • • •
- Blending Onsets and Rimes • • • •
- Initial Consonants • • • •
- Final Consonants • • • •
- Initial Short Vowels • • • •
- Long Vowels • • • •
- Consonant Blends (Initial and Final) • • • •
- Consonant Digraphs (Initial) • • • •
- Consonant Digraphs (Final) • • • •
- Vowel Digraphs and Diphthongs • • • •
- Word Families • • • •
- CVC, CVCC, and CVCe Words • • • •
- CV Words • • • •
- r-Controlled Vowels • • • •
- y as a Vowel • • • •
- Broad a • • • •
- Hard and Soft c and g • • • •
- Silent Letters • • • •
- Schwa • • •
- Words Ending in -le • • • •
- Inflectional Endings • • •
- Decoding multisyllabic Words • • • •
- Spelling • • • •

### Fluency
- Automaticity Practice • • • •
- Repeated Readings • • • •
- Read Alouds • • • •
- Choral Reading • • • •
- Partner Reading • • • •
- Readers’ Theater • • • •

### Vocabulary and Word Analysis
- Using Picture and Context Clues • • • •
- High-Frequency Words • • • •
- Synonyms and Antonyms • • • •
- Homophones • • • •
- Shades of Meaning and Multiple Meanings • • • •
- Latin and Greek Roots • • • •
- Plural Endings • • • •
- Base Words • • • •
- Irregular Past Tense Verbs • • • •
- Prefixes and Suffixes • • • •
- Contractions • • • •
- Possessives • • • •
- Compound Words • • • •
- Open and Closed Syllables • • • •
- Multisyllabic Words • • • •
- Stress/Accent • • • •
- Dictionary Skills • • • •

### Comprehension
- Context Clues • • • •
- Think Alouds • • • •
- Visualization • • • •
- Sequencing • • • •
- Following Directions • • • •
- Literal Recall • • • •
- Retelling • • • •
- Predicting • • • •
- KWL • • • •
- QAR • • • •
- Story Structure (Beginning, Middle, End) • • • •
- Critical Thinking • • • •
- Analogies • • • •

### Writing
- Writes Letters of the Alphabet • • • •
- Words • • • •
- Sentences • • • •
- Stories and Poems • • • •
- Book Reports • • • •
- Point of View • • • •
Phonics PLUS provides the most comprehensive differentiated instruction with full support for the five pillars of reading instruction.

**Phonological Awareness**
Research has shown that the ability to recognize and manipulate sounds in words is an essential element in learning to read.

*EPS Phonics PLUS*, Level K begins with an entire unit devoted to phonemic awareness and alphabet knowledge. Phonemic awareness instruction continues throughout the program. Lessons at every level begin with these oral activities.

**Phonics**
Explicit, systematic instruction in sound-symbol relationships significantly improves children’s word recognition, spelling, and reading comprehension from the earliest stages of learning to read.

*EPS Phonics PLUS* presents letter sounds and letter formation within the same lesson, while also developing knowledge of phonemes, onsets and rimes, word families and word parts.

**Fluency**
The ability to read text accurately, quickly, and with expression bridges the gap between word recognition and comprehension. When decoding becomes automatic, children can turn their attention to finding meaning.

*EPS Phonics PLUS* helps build this skill by making automaticity and fluency an integral part of lessons throughout the program.

**Vocabulary**
Research has demonstrated the strong link between word knowledge and effective reading.

*EPS Phonics PLUS* promotes vocabulary growth as an essential element of learning to read, through plenty of direct instruction, oral practice, discussion, exercises in using context clues, synonyms, antonyms, and structural analysis.

**Comprehension**
Making meaning is the ultimate goal of reading.

*EPS Phonics PLUS* emphasizes reading comprehension throughout the program with research-based practices, such as modeling and “Think Alouds”, to help children understand sentences, narrative and informational text.

The plus in *EPS Phonics PLUS*?
- Full support of the 5 pillars of reading
- Comprehensive differentiated instruction

PLUS . . .
- Informational text
- Plays
- Poetry
- Folk Tales
- Picture Glossary
- Multicultural Literature
- Literature Charts

All presented in a vibrant, student friendly format that makes reading both enjoyable and rewarding.

Visit epsbooks.com/EPSPhonicsPLUS to download:
- Research paper
- Sample lessons
- Correlations

For detailed product information, visit epsbooks.com/EPSPhonicsPLUS.
## Features

<table>
<thead>
<tr>
<th>Features</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Reteach, Learning Differences and ELL lessons and modifications</td>
<td>Provides teachers and specialists with explicit lessons that will save valuable planning time and prevent students from falling behind. All children can succeed while they learn skills in the same sequence, reading the same literature.</td>
</tr>
<tr>
<td>Student edition literature selections, decodable readers and Literature Charts</td>
<td>Enjoyable texts provide the opportunity for immediate and meaningful application of phonics skills. Student ability to read a whole book builds confidence and sense of accomplishment while providing a balanced focus on decoding and meaning.</td>
</tr>
<tr>
<td>Listening, speaking, reading, and writing lessons and activities</td>
<td>All the language arts skills are interwoven, connecting phonics skills with all the elements needed to build reading performance.</td>
</tr>
<tr>
<td>Comprehension strategies and skills incorporated in the lessons</td>
<td>Teachers are provided modeling techniques and “Think Alouds” to facilitate comprehension development. Students focus on meaning and decoding, accelerating their ability to approach and enjoy new texts.</td>
</tr>
<tr>
<td>Picture Glossary containing picturable words from student books</td>
<td>Supports language acquisition for ELL students and promotes independence and vocabulary for all.</td>
</tr>
</tbody>
</table>

## Program Components

### Teacher Resource Package
- K: Teacher Edition and Picture Glossary

### Student Books

### Decodable Library

### Literature Charts
- Picture Glossary

The PLUS in EPS Phonics PLUS is differentiated instruction. The comprehensive Teacher Resource Package offers direct, explicit and complete lesson plans for students who need additional or alternative instruction by utilizing the three-tier instructional model, which provides the early intervention necessary to prevent reading problems.

### Tier 1
- Research-based, systematic instruction for all students in general education.
- Teacher’s Edition and English Language Learners Guide

### Tier 2
- Targeted small group instruction for students who need extra support.
- Reteach and Practice Guide

### Tier 3
- Intensive one-on-one or small group, remedial instruction for children who have more severe learning differences.
- Learning Differences Guide

TO ORDER: Call 800.225.5750   Fax 888.440.2665   Online epsbooks.com
The difference... different instruction

Pre and post unit assessments inform instructional decisions. Informal assessments occur over the span of a unit, incorporating spiraled review lessons.

Clear, concise lesson objectives save planning time.


Active and engaging oral prereading activities focus on phonological awareness, a critical component of reading success.

Fluency, Comprehension, and Vocabulary activities are easily identified.

Lessons for differentiated instruction are cross-referenced to simplify preparation.

Center activities reinforce and extend just-learned skills. Centers provide teachers the opportunity to work more intensively with small groups.

Content-area connections help students relate their new skills to other subjects.

Challenge activities are provided for students who master core skills quickly, keeping all learners engaged and interested.

SUGGESTED DAILY TEACHING PLAN

<table>
<thead>
<tr>
<th>Level</th>
<th>Lesson Length</th>
<th>Core Lessons</th>
<th>Reinforcement, Extension and Center Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>30 minutes</td>
<td>Monday, Tuesday, Friday</td>
<td>Wednesday and Thursday</td>
</tr>
<tr>
<td>A, B &amp; C</td>
<td>30 minutes</td>
<td>Monday-Thursday</td>
<td>Friday</td>
</tr>
</tbody>
</table>

For detailed product information, visit epsbooks.com/EPSPhonicsPLUS.
Differentiated Instruction Guides (Reteach and Practice, Learning Differences, and English Language Learners) provide stand-alone lessons and modifications for students who need more in-depth instruction. All lessons build on the core teacher edition lesson, allowing all children to read and discuss the same reading selections. Concise objectives and clear cross-referencing simplify planning and preparation.

The flexible format of the Differentiated Instruction Guides was designed for a variety of implementation options:

- small group lessons conducted before, or after, core lessons
- during EPS Phonics PLUS Centers Activities time
- conducted by specialists and coordinated for student inclusion in whole class lessons

**Example Lesson: Digraphs**

Differentiated instruction begins in the Teacher’s Edition, which provides whole class teaching for initial/final consonant digraphs. Direct Instruction includes writing Key Words on the board with the digraphs underlined, while reminding children that each letter grouping represents a single sound. Children then listen to a group of words that use the digraphs and point to the appropriate digraph card.

In the Student Edition, children circle pictures that begin (or end) with the designated digraph. Children can then reinforce and practice what they have learned using Centers activities, including word wheels with the target digraphs, a word sort, and a card game that helps children link words (with target digraphs) to their meanings.

**Example Lesson: Digraphs**

Children are first given onomatopoeic words to clue the sounds. They may write the initial (or final) digraph for dictated words in appropriate columns with the teacher finishing the word and helping distinguish between voiced and unvoiced th.

In addition, teachers may choose to have children sort picture cards, play card games with the picture cards; substitute initial sounds to make rhyming words; play the “twist up” game; and/or read simple sentences using short a words with the digraphs.

On BLM 24, children write the digraphs they hear at the beginning or end of words that name pictures.
LEARNING DIFFERENCES TIER 3

- Multisensory activities and targeted lesson plans are designed for children with language-based learning differences
- Three-step lesson plan (Prepare, Teach, Apply) guides teaching
- Students create their own support materials for use throughout the year

Example Lesson: Digraphs

Digraphs are presented in separate lessons and divided into lessons for the unvoiced and voiced sounds for children requiring more intensive instruction.

With the *th* sounds, instruction begins with children learning how the sounds are formed in the mouth. Modeling and practice proceed with the help of a mirror. Skywriting the letters is also modeled and practiced. Children continue in the unvoiced lesson by listening to where they hear the sound in words, responding first with raised hands and then with chips on cards.

The exercises on BLM 23 and 25 ask children to color squares to indicate where they hear the *th* sound, while BLM 24 asks them to distinguish between the voiced and unvoiced sounds.

ENGLISH LANGUAGE LEARNERS TIER 2

- Lessons, accommodations, routines, oral exercises and practice are provided for teaching children who are non-native speakers of English
- The Picture Glossary helps children with many picturable words from selections in the student books. References are included in guide
- Assessment questions help identify children in need of additional instruction and practice

Example Lesson: Digraphs

Digraphs in the whole class lesson offer three examples of sounds that may not occur in a student’s native language. Teachers are instructed to assist children with discriminating, speaking, reading, and writing the three digraphs through modeling with multiple opportunities for practice. The names of the items shown on the core program page are reviewed. If children are unable to identify the pictures in English, they are encouraged to use their first language when necessary as a bridge for connecting to English.
Unit 1 of the Kindergarten program focuses on phonemic awareness and alphabet knowledge in order to build a strong foundation for reading development.

Engaging art provides picture-text support.

Many lessons include home-school connections right on the student edition page. These quick activities help parents understand the focus of the lesson, and engage their children in meaningful activities to support their learning.

Letter name, letter sound, and letter formation are introduced together to optimize skill acquisition.

Sturdy Key Word Cards are included in Student Editions K and A. Cards match the key words introduced in Level K, and reviewed in Level A, and provide a great tool for fluency practice and skill reinforcement activities.
Star Word instruction in levels K–B is focused on the active development of automaticity and fluency. Words are taught in isolation, in context, in readings throughout the series, and are assessed in unit pre- and post-tests.

After students isolate the sound—in this case, short a—in words in the literature, they practice sound-symbol correspondence.

After sufficient practice in developing a new skill, students apply the skill to decodable sentences and stories throughout the book.

Students are given ample opportunity to practice phonics and word study skills through varied exercises and reviews.

Work with word families reinforces new concepts and promotes the rapid expansion of students’ decoding skills and vocabulary.

For detailed product information, visit epsbooks.com/EPSPhonicsPLUS.
The direct instruction in phonics and the other pillars of literacy is presented within a context of multicultural literature as seen with this traditional African tale from Level B. Contemporary poetry, nursery rhymes, folk tales, and content areas (social studies, science, and math) selections are also used throughout.

Comprehension and critical thinking questions help children focus on the meaning of the text.

Exercises based on program literature help children apply their skills in their own writing.

Handy reminders give children the information they need to successfully complete exercises.

Why Monkeys Live in Trees

Lion and Monkey were good friends.

Lion: I am the king of the jungle.
Monk: I am your friend.

One night, when Lion was asleep, Monkey tied Lion’s tail to a tree. When Lion woke up, he could not move.

Lion was angry. He roared. Monkey laughed. Lion roared some more. Monkey laughed some more. The more Lion roared, the more Monkey laughed.

At last, Tiger untied Lion’s tail. Lion ran after Monkey. Monkey ran up a tree.

Lion: Why do you think Monkey tied Lion’s tail to the tree?
Level C emphasizes the study and analysis of words, including prefixes, suffixes, compound words, multisyllabic words, homophones, and multiple meanings.

Comprehension is developed in standardized and non-standardized formats.

Plays are included in levels A, B, and C, giving students the opportunity to apply their newly developed skills to connected text, while allowing teachers to develop fluency with repeated reading, paired repeated reading and Readers’ Theater activities.

Word study and analysis is taken to the next level with the study of Greek and Latin word parts.

As students make the transition from learning to read, to reading to learn, greater emphasis is placed on content area words, including mathematics and word problems.
CLASSROOM MATERIALS

DECODEABLE READERS

Vibrant and colorful decodable readers give children the opportunity to apply and reinforce newly acquired phonics skills. Narrative and informational text engage beginning readers, who also gain confidence reading enjoyable stories that are skill-level appropriate.

Utilize these enjoyable readers in your classroom to:
- Practice and apply newly acquired decoding skills
- Build automaticity and fluency
- Develop comprehension

SCOPE AND SEQUENCE

Set K
- Initial consonant sounds
- Initial short vowel sounds
- Initial consonant digraphs
- Word families -at, -ip, -ug, -op, -en

Set A
- Initial and final blends
- Long vowel sounds
- Hard and soft c and g r-controlled vowels
- Vowel digraphs
- Vowel diphthongs
- Final consonant sounds
- Medial short vowel sounds
- Final consonant digraphs
- Compound words
- CVC, CVVC, and CVCe words
- y as a vowel
- Broad a
- Silent letters
- Contractions

Set B
- CV words
- Schwa
- Multisyllabic words
- Prefixes
- Suffixes

Set C
- Advanced suffixes and prefixes
- Base words
- Verb endings
- Alternative sounds of ch, sh, tch
- Irregular past tense
- Multisyllabic words

Readers are controlled for phonetic concepts, allowing students to focus on taught concepts.

Visit epsbooks.com/EPSPhonicsPLUS to view and download a reader-specific scope and sequence.
PICTURE GLOSSARY

Reinforce story word meanings and core vocabulary. Simple illustrations clearly convey the meaning of picturable words that students will encounter in their reading and writing. While especially helpful for English Language Learners, this resource will promote independence and reinforce vocabulary for any student using the EPS Phonics PLUS program.

The Picture Glossary is available separately or as part of the Teacher's Resource Package, Levels K, A, B, and C.

LITERATURE CHARTS

Every story, poem, and reading selection found in the student book can become a vehicle for shared reading with this colorful and vibrant resource. Available for K and A, and cross referenced in Teacher Edition lessons, Literature Charts are a tool to model tracking, demonstrate fluent reading, encourage classroom discussion, and build vocabulary.

20” x 24”, spiral bound
The Best-Selling Primary Phonics® and Alphabet Series Decodable Libraries are correlated to PhonicsPLUS®

These decodable libraries allow emergent and struggling readers to practice decoding and comprehension while they read connected text. Each series can be used with any phonics program.

For more information on these series and correlations, visit epsbooks.com today!