

Ignite Reading

Instructional Scope and Sequence

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Basic Alphabet Knowledge

Phonological Awareness and Word Recognition

Competencies: Name all lowercase and uppercase letters; Produce the most common sound made by each lowercase and uppercase letter; Match initial sounds in spoken words to pictures with the same initial sound; Track memorized text²

Based on the Informal Decoding Inventory given in Week One of the program, students will be assessed on their letter sounds knowledge. Students will complete an individually designed lesson sequence based on the letter sounds they have not yet mastered. Each student's learning path for Basic Alphabet Knowledge will be based on their specific needs.

Common Core State Standards:

- **RF.K.2.D:** Isolate and pronounce the initial sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- **RF.K.3.A:** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- **RF.K.3.B:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **RF.K.3.C:** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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² For all protocols, except BAK, the High Frequency Words a student is taught each day is driven based on their mastery of the High Frequency Words assessment during Dress Rehearsal Week. Students who have mastered High Frequency Words complete Fluency at the end of their lesson each day.

Lesson	Initial Sound Matching Words	Focus Letters
1	back, mother, my, box, etc.	Bb, Mm
2	sale, big, move, by, etc.	Bb, Mm, Ss
3	red, bat, monkey, song, rat, etc.	Bb, Mm, Ss, Rr
4	top, sing, marker, read, etc.	Mm, Rr, Ss, Tt
5	tip, nest, rooster, ball, etc.	Bb, Rr, Tt, Nn
6	neck, rat, gas, table, etc.	Rr, Tt, Nn, Gg
7	sun, in, girl, nice, etc.	Ss, Nn, Gg, Ii
8	name, garbage, pack, illustrator, etc.	Nn, Gg, Ii, Pp
9	if, absent, paint, rag, etc.	Ii, Pp, Rr, Aa
10	hair, adventure, bear, macaroni, etc.	Mm, Aa, Bb, Hh
11	tell, lift, horse, take, etc.	Hh, Aa, Tt, Ll
12	pig, cow, like, guy, etc.	Pp, Gg, Ll, Cc
13	hand, forest, camp, lip, etc.	Cc, Ll, Hh, Ff
14	ham, down, ink, five, etc.	Ii, Ff, Hh, Dd

Progress Monitoring

Given the letters presented in random order, the student can correctly identify **13/15 letter names** to be considered proficient.

Given the letters presented in random order, the student can correctly identify **13/15 sounds** to be considered proficient.

*If students pass the above assessment, and they do not have unknown letter sounds in BAK Part 2, they move on to ULS. Otherwise, lessons are repeated for specific unknown skills.

Lesson	Initial Sound Matching Words	Focus Letters
15	park, ask, deer, food, etc.	Aa, Pp, Ff, Dd
16	farm, olive, dip, fork, etc.	Oo, Pp, Ff, Dd
17	jeep, dome, otter, donut, etc.	Oo, Jj, Ff, Dd
18	pork, kid, farmer, otter, etc.	Oo, Pp, Ff, Kk
19	kitchen, wake, olive, king, etc.	Oo, Jj, Ww, Kk
20	kitten, end, wagon, jug, etc.	Kk, Jj, Ww, Ee
21	kick, yellow, enter, Wednesday, etc.	Kk, Yy, Ww, Ee
22	very, we, you, egg, etc.	Vv, Yy, Ww, Ee
23	kite, vine, yellow, uncle, etc.	Kk, Yy, Uu, Vv
24	yell, vault, upside down, etc.	Zz, Yy, Uu, Vv
25	yogurt, zero, quilt, unhappy, etc.	Zz, Uu, Yy, Qq
26	volume, zucchini, yes, vane, etc.	Zz, Vv, Yy, Xx, Qq
27	you, zero, view, your, etc.	Zz, Yy, Vv, Xx
28	oxen, under, exercise, zucchini, etc.	Zz, Oo, Uu, Xx
29	egg, under, astronaut, imp, etc.	Aa, Ee, Ii, Oo, Uu
30	add, olive, insect, omelet, etc.	Aa, Ee, Ii, Oo, Uu

Progress Monitoring

Given the letters presented in random order, the student can correctly identify **24/26 letter names** to be considered proficient. Given the letters presented in random order, the student can correctly identify **24/26 sounds** to be considered proficient.

*If students pass the above assessment, they move on to ULS. Otherwise, lessons are repeated for specific unknown skills.

Using Letter Sounds

Phonological Awareness and Word Recognition

Competencies: Segment and blend sounds for words presented orally; Sound and blend CVC words (decoding); Read controlled passage with fluency

Common Core State Standards:

- **RF.1.2.C:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **RF.1.2.D:** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **RF.1.3.B:** Decode regularly spelled one-syllable words.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words

Lesson	Short Vowel	Sample Word List
1	Short a, i, o	cat, big, cob, top, etc.
2		rat, hop, jog, lit, etc.
3		not, sag, hot, fit, etc.
4		mad, mop, bit, sob, etc.
5		lad, tin, got, hip, etc.
6	Short i, e, u	sip, bed, met, cup, etc.
7		rib, red, hut, rug, etc.
8		win, den, tip, set, etc.
9		fit, hem, rid, nut, etc.
10		pin, sum, hug, leg, etc.
11	Short i, e, a	get, big, yes, can, etc.
12		fan, lip, red, had, etc.
13		pan, bet, bit, tap, etc.
14		lad, tin, hem, hip, etc.

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Progress Monitoring

Given the words presented orally, students can segment and then blend the sounds for **5/8 real words** with short vowels and **4/6 nonsense words** with short vowels to be considered proficient.

Given the words presented in random order, students can read **5/8 real words** with short vowels and **4/6 nonsense words** with short vowels either by reading the whole word or by sounding and blending to be considered proficient.

*If students pass the above assessment, they move on to ULP. Otherwise, lessons are repeated for specific unknown skills.

Using Letter Patterns

Phonological Awareness and Word Recognition

Competencies: Segment and blend sounds for words presented orally; Sound and blend onsets and rimes; Read words with vowel patterns; Spell words with vowel patterns; Read controlled passage with fluency

Common Core State Standards:

- **RF.1.2.C:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **RF.1.2.D:** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **RF.1.3.B:** Decode regularly spelled one-syllable words.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words

Lesson	Short Vowel	Pattern	Sample Word List
1	Short a	__ at, __ag, __ ap	pat, rap, sag, map, etc.
2		__ an, __at, __ ag	can, cat, lag, tan, etc.
3		__ ad, __ag, __ at	bad, cat, mat, nag, etc.
4		__ad, __ag, __ap	zap, dad, tap, wag, etc.
5		__ ap, __at, __an	van, lap, ran, sat, etc.
6	Short i	__ill, __ip, __in	bin, bill, dip, tin, etc.
7		__ing, __ip, __ill	will, king, sip, hill, etc.
8		__it, __in, __ip	zip, bit, win, fit, etc.
9		__ill, __ing, __it	pit, will, king, lit, etc.
10		__it, __ing, __in	tin, fit, king, win, etc.
11	Short o	__ock, __op, __ot	hot, cot, dock, got, etc.
12	Short o, u, i	__ot, __op, __ug	rot, dug, pop, hug, etc.
13		__ock, __ug, __ick	sock, tug, wick, lock, etc.
14		__ug, __op, __ot	rug, pop, not, mug, etc.

Progress Monitoring

Given the words presented orally, students can segment and blend sounds of **10/15 real words** with short vowels and **6/10 nonsense words** with short vowels to be considered proficient.

Given the words presented in random order, students can read **10/15 real words** with short vowels and **6/10 nonsense words** with short vowels either by reading the whole word or by sounding and blending to be considered proficient.

*If students pass the above assessment, they move on to B+D. Otherwise, lessons are repeated for specific unknown skills

Blends and Digraphs (Part I)

Word Recognition and Fluency

Competencies: Sound and blend (decode) CCVC words (chat or sled); Sound and blend (decode) CVCC words (math or mast); Sound and blend (decode) CCVCC words (stand or shift); Read short-vowel words with initial digraphs (sh, ch, th); Read short-vowel words with initial blends (i.e., sl, sp, gr, cl) ; Read short-vowel words with initial and final blends; Read short-vowel words with initial and final blends and digraphs; Read controlled passage with fluency

Common Core State Standards:

- **RF.1.2.C:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
- **RF.1.2.B:** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **RF.1.2.D:** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **RF.1.3.A:** Know the spelling-sound correspondences for common consonant digraphs.
- **RF.1.3.B:** Decode regularly spelled one-syllable words.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

Lesson	Digraph/Blend	Sample Word List
1	Reintroduce -ck (Introduced in ULP)/ Introduce sh	pet, back, ten, pen, etc.
2		tip, map, fin, shin, etc.
3		shod, win, lit, got, etc.
4	-sh (end of the word)	wag, pat, rut, shut, etc.
5		dish, mat, tin, tap, etc.
6	Introduce ch	hush, man, cab, chad, etc.
7		not, top, sash, chop, etc.
8		chap, zap, sip, vat, etc.

9	-ch (end of the word)	pet, pin, win, chin, etc.
10		much, tug, rut, can, etc.
11	th (both beginning and end of the word)	than, math, pick, hut, etc.
12	Lesson 11: Voiced Lesson 12: Unvoiced	thin, rip, dim, sill, etc.
13		cap, Beth, wet, bath, etc.
14	Review all digraphs	math, sun, kin, such, etc.
15		rich, pet, moth, thin, etc.

Progress Monitoring

Students can read **7/10 real words** with initial and final digraphs either by reading the whole word or by sounding and blending to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills.

If a student passes this assessment, the student will take a Blends pre-test.

- **Student passes the pre-test:** They will complete **6 review lessons (Lessons 24-29)** on Blends and then continue to the next protocol.
- **Student does not pass pre-test:** They will continue onto the **second part of Blends and Digraphs** (detailed below) and then receive progress monitoring.

Blends and Digraphs (Part II)

Lesson	Digraph/Blend	Sample Word List
16	L blends (bl, cl, fl, gl)	blab, blob, clam, clog, etc.
17	L blends (sl, pl) / R blends (br, cr, dr)	plod, plop, plus, slab, etc.
18	R blends (dr, gr, tr, pr, fr)	drip, drum, frog, grid, etc.
19	R blends (review) S blends (sc, sk, sp, sm, sn, st)	crib, trip, trot, scan, etc.
20	S blend (sw)/Initial blend review)	stem, swim, swam, snap, etc.
21	Final Blends (nk, nd, mp, ng, nt)	blank, blast, blend, clamp, etc.
22	Final Blends (pt, ft)	slept, sling, slump, craft, etc.
23	Final Blends (lp)	grump, grunt, grasp, prong, etc.
24	Review Initial/Final Blend	stamp, stand, sting, stomp, etc.
25		clam, flag, glad, brim, etc.
26	Mixed Digraph Review	chap, chip, chop, shed, etc.
27	Mixed Review ALL Initial and Final blends/digraphs	clash, flash, flesh, slush, etc.
28		chunk, shut, shaft, shift, etc.
29		plump, thank, think, blend, etc.

Progress Monitoring

Students can read **7/10 real words** with initial and final digraphs and blends either by reading the whole word or by sounding and blending to be considered proficient.

Students can read **5/8 nonsense words** with initial and final digraphs and blends either by reading the whole word or by sounding and blending to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills.

R-Controlled Vowels

Word Recognition and Fluency

Competencies: Recognize that when a short vowel is followed by an r it is not read in isolation; Differentiate between short a and ar to sound and blend words; Differentiate between short i and ir; short e and er; short u and ur to sound and blend words; Read controlled passage with fluency

Common Core State Standards:

- **RF.1.2.C:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **RF.1.2.B:** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **RF.1.2.D:** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **RF.1.3.A:** Know the spelling-sound correspondences for common consonant digraphs.
- **RF.1.3.B:** Decode regularly spelled one-syllable words.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

Lesson	R-Controlled Vowel	Sample Word List
1	-ar	card, arm, farm, etc.
2		part, bark, dark, etc.
3		shark, march, harp, etc.
4		yard, charm, chart, etc.
5	-or	sort, porch, sport, etc.
6		torch, score, etc.
7		torn, worn, store, etc.
8	-ur	turn, burn, hurt, etc.

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9	-ur	church, nurse, turn, etc.
10	-ir	bird, stir, chirp, etc.
11		first, third, twirl, etc.
12	-er	fern, nerd, perch, etc.
13	R-Controlled Vowel Review	arch, porch, north, etc.
14		park, burn, spur, etc.
15		march, sport, surge, etc.

Progress Monitoring

Students can read **10/15 real words** with various r-controlled vowel patterns either by reading the whole word or by sounding and blending to be considered proficient.

Students can read **6/10 nonsense words** with various r-controlled vowel patterns either by reading the whole word or by sounding and blending to be considered proficient.

If a student passes this assessment, the student will complete **5 review lessons** before moving to the next protocol

If a student does not pass this assessment, they will receive instruction on the **additional R-Controlled Vowels lessons** and then receive progress monitoring

Lesson	R-Controlled Vowel	Sample Word List
16	R-Controlled Vowel Review	arch, pork, cord, dirt, etc.
17		barb, spark, skirt, cork, etc.
18		shark, force, ford, stir, etc.
19		scarf, fort, horn, whirl, etc.
20	R-Controlled Vowel Review	lark, harm, torn, sport, etc.
21		cart, park, or, blur, etc.
22		jar, more, burst, perch, etc.
23		sharp, swore, curl, clerk, etc.
24		scar, north, lurk, nerd, etc.
25		chart, spurt, port, herd, etc.
26		mart, pork, perch, stir, etc.
27		tarts, squirt, curb, sore, etc.
28		Spark, jerk, sort, purge, etc.
29		charms, thorn, germs, blur, etc

Progress Monitoring

Students can read **10/15 real words** with various r-controlled vowel patterns either by reading the whole word or by sounding and blending to be considered proficient.

Students can read **6/10 nonsense words** with various r-controlled vowel patterns either by reading the whole word or by sounding and blending to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills.

Vowel Consonant-e

Word Recognition and Fluency

Competencies: Attend to spelling patterns to determine the correct vowel sounds; Listen to words and match them to pictures of words with the same vowel sound; Compare/contrast and read short a and aCe; short i and iCe; short o and oCe; short u and uCe words; Read controlled passages with fluency.

Common Core State Standards:

- **RF.1.2.A:** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.2.B:** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **RF.1.2.D:** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **RF.1.3.A:** Know the spelling-sound correspondences for common consonant digraphs.
- **RF.1.3.B:** Decode regularly spelled one-syllable words.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

Lesson	Long Vowel Teams	Sample Word List
1	Long A and I	ape, bake, dive, dime, etc.
2		cave, fame, drive, ne, etc.
3		rake, wave, like, nice, etc.
4		fake, grade, pipe, pine, etc.
5	Long A, I, O	flake, time, broke, close, etc.
6	Long O and U	home, dome, cute, huge, etc.
7		hose, hope, use, dune, etc.
8		rode, phone, rude, tune, etc.

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9	Long O and U	chose, note, ute, prune, etc.
10		rope, robe, tune, June, etc.
11	Vowel Sound Review	flame, live, drive, mute, etc.
12		shake, wife, mole, rule, etc.
13		tape, ve, smoke, spruce, etc.
14		shape, hive, poke, tune, etc.

Progress Monitoring

Students can read **10/15 real words** with the vowel consonant e pattern either by reading the whole word or by sounding and blending to be considered proficient.

Students can read **6/10 nonsense words** with vowel consonant e pattern either by reading the whole word or by sounding and blending to be considered proficient.

Students can accurately spell **10/15 words** with vowel consonant e patterns to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills.

Vowel Teams

Word Recognition and Fluency

Competencies: Find vowel patterns visually and use known words to read new words; Read words with long-a teams (ai, ay, ei), long-o teams (oa, ow, oe, oCC), long-i teams (ie, igh, iCC), long-e teams (ee, ea, ei), long-u teams (ue, ui, ew) and diphthongs (ou, ow, oi, oy); Read controlled passages with fluency.

Common Core State Standards:

- **RF.1.2.A:** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.2.B:** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **RF.1.2.D:** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **RF.1.3.A:** Know the spelling-sound correspondences for common consonant digraphs.
- **RF.1.3.B:** Decode regularly spelled one-syllable words.
- **RF.1.3.C:** Know final-e and common vowel team conventions for representing long vowel sounds.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

Lesson	Long Vowel Teams	Sample Word List
1	Long-A Vowel Teams: _ai, _ay, _eigh	bait, neigh, reign, stain, etc.
2		drain, freight, stray, wail, etc.
3		wait, gray, claim, vein, etc.
4		stay, chain, vein, eighth, etc.
5		way, spray, paid, veil, etc.
6	Long- O Vowel Teams: _oa, _oe, _ow, _o	boast, doe, folk, blow, etc.
7		moat, foe, soap, bolt, etc.
8		coat, comb, grow, low, etc.

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9	Long- O Vowel Teams: _oa, _oe, _ow, _o	host, scold, moan, growth, etc.
10		coach, shown, woe, poll, etc.
11	Long-I Teams: _igh, _y, _i	bright, cry, child, blind, etc.
12		spy, high, blind, climb, etc.
13		right, dry, grind, sigh, etc.
14		slight, pry, blind, wild, etc.

Progress Monitoring

Students can read **14/19 real words** with the long a, long o, and long i patterns either by reading the whole word or by sounding and blending to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills.

If a student **passes** this assessment, the student will take a **Vowel Teams** pre-test.

- **Student passes the pre-test:** They will continue to the next protocol.
- **Student does not pass pre-test:** They will continue onto the second part of Vowel Teams (detailed below) and then receive progress monitoring.

Lesson	Long Vowel Teams	Sample Word List
15	Long-I Teams: _igh, _y, _i	light, sly, wind, why, etc.
16	Long-E Teams: _ea, _ee, _ie	beach, brief, beef, keep, etc.
17		eat, sleet, chief, least, etc.
18		bead, week, end, queen, etc.
19		beak, thief, ea, three, etc.
20		heal, shriek, heap, keen, etc.
21	Long-U Teams: _ew, _ue, _ui	blew, clue, bruise, crew, etc.
22		dew, ue, juice, true, etc.
23		grew, hue, suit, shrews, etc.
24		glue, cue, shrewd, bruise, etc.
25		news, knew, true, hue, etc.
26	Ow/Oi Teams: _oi, _oy, _ou, _ow	boy, bound, void, clown, etc.
27		broil, coy, couch, crowd, etc.
28		coin, joy, crouch, soil, etc.
29		moist, soy, found, frown, etc.
30		bait, neigh, reign, stain, etc.

Progress Monitoring

Students can read **12/16** real words with the long i, long e, long u, and ow/oi vowel team patterns either by reading the whole word or by sounding and blending to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills

Multisyllabic Decoding 1-3: Word Parts

Fluency and Comprehension

All students in Multisyllabic Decoding will practice fluency each day using a passage that aligns the text complexity to the reading ability of the student. Students who have not yet mastered all 200 of the High Frequency Words as determined by their Informal Decoding Inventory, will continue to work on those High Frequency Words in addition to their Fluency practice each day.

Competencies: Identify word parts- Prefixes, Suffixes, and Root Words; Read and spell multisyllabic words; Read controlled passages with fluency.

Common Core State Standards:

- **RF.1.2.A:** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.3.D:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

Lesson	Content	Sample Word List	Spelling
1	Compound Words	herself, anyone, himself, yourself, etc.	chopstick, pitfall, passport
2		bookcase, doorknob, armpit, countryside, etc.	catfish, boxcar, yardstick
3		footstep, crossroad, household, rainstorm, etc.	dustpan, classroom, pathway
4		soapstone, keyhole, afterthought, manlike, etc.	racetrack, armpit, likewise
5		racehorse, workshop, cardboard, gravestone, etc.	bookstore, cardstock, grapevine
6	Prefix: un- means not u	unscrew, unknown, unpack, unclean, etc.	unplug, unreal, unscrew
7	Prefix: re- means again r	build, rework, remake, reborn, etc.	remake, reuse, regain

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8	Suffix: -ful means full of	fearful, wishful, gleeful, needful, etc.	cheerful, mindful, thoughtful
9	Suffix: -ly means in the manner of	softly, nicely, sadly, lively, etc.	fatherly, sadly, softly
10	Prefix and Suffix Review	ungracefully, frightfully, untactful, unthoughtful, etc.	faithfully, unmindful, frightfully
11	Prefix: over- can mean in excess or too much	overpower, overgrow, overcook, overrun, etc.	overplay, overplant, overstep
12	Prefix: mis- means bad or badly	misfit, mistrust, mismatch, misjudge, etc.	misplace, misjudge, mistrust
13	Suffix: -ed shows past tense	trusted, blessed, heated, marked, etc.	cheered, lifted, dressed
14	Suffix: -ness means with and found at the end of nouns	kindness, sweetness, coolness, chillness, etc.	sickness, sweetness, goodness
15	Prefix and Suffix Review	youthfulness, mistrusted, cheerfulness, colorfulness, etc.	restfulness, mismatched, mistrusted

Progress Monitoring

Students can read **10/15** compound words and/or words with prefixes (un, re, over, mis) and suffixes (ful, ly, ed, ness) to be considered proficient.

Students can spell **5/8** compound words and/or words with prefixes (un, re, over, mis) and suffixes (ful, ly, ed, ness) to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills

Multisyllabic Decoding 4-6: Word Parts

Fluency and Comprehension

Competencies: Identify word parts- Prefixes, Suffixes, and Root Words; Read and spell multisyllabic words; Read controlled passages with fluency.

Common Core State Standards:

- **RF.1.3.D:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words.
- **RF.1.3.E:** Read with sufficient accuracy and fluency to support comprehension.

Lesson	Content	Sample Word List	Spelling
1	Prefix: pre- means before	pregame, prebake, precook, prepay, etc.	prepay, precook, prescreen
2	Prefix: dis- means the opposite of	Discharge, dislike, disown, distrust, etc.	disagree, disorder, discharge
3	Suffix: -able means able to	laughable, enjoyable, suitable, valuable, etc.	workable, washable, suitable
4	Suffix: -er -or means one who does something	pitcher, banker, buyer, editor, etc.	banker, pointer, worker
5	Prefix and Suffix Review	Previewed, distractible, disbanded, discovered, etc.	avoidable, disjointed, disbanded
6	Prefix: fore- means before or in front of	foresee, forelegs, foresight, forefather, etc.	forefather, foremost, foresight
7	Prefix: trans- means across or beyond	transplant, transpose, transform, transcribe, etc.	transport, transform, transact
8	Suffix: -ing an ending for verbs	flossing, praying, laughing, playing, etc.	blasting, tracking, praying
9	Suffix: -en means to make more	blacken, sharpen, moisten, strengthen, etc.	toughen, brighten, moisten
10	Prefix and Suffix Review	toughened, transported, strengthened, foretelling, etc.	strengthened, transplanted, sharpening

¹⁰ From How to Plan Differentiated Reading Instruction, Second Edition, by Sharon Walpole and Michael C. McKenna. Copyright © 2017 The Guilford Press.

11	Prefix: under- means below or less than u	underage, underground, understatement, underpants, etc.	underfeed, understate, underground
12	Prefix after- means later than a specific event or point in time	aftershave, afterworld, afterlife, afterthought, etc.	afterschool, aftercare, aftermath
13	Suffix: -some changes a word into an adjective	lonesome, handsome, fearsome, wholesome, etc.	bothersome, tiresome, troublesome
14	Suffix: -ment means an action or process	statement, placement, movement, payment, etc.	shipment, agreement, treatment
15	Prefix and Suffix Review	understatement, repayment, gleefulness, pretreatment, etc.	gracefulness, blissfulness, understatement

Progress Monitoring

Students can read **10/15** multisyllabic words with prefixes (pre, dis, fore, trans, under, after) and suffixes (able, er/or, ing, en, some, ment) to be considered proficient.

Students can spell **5/8** multisyllabic words with prefixes (pre, dis, fore, trans, under, after) and suffixes (able, er/or, ing, en, some, ment) to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills

Multisyllabic Decoding 7-9: Syllable Types

Fluency and Comprehension

Competencies: Identify Syllable Type-Open, Closed, Vowel-Consonant-e; Read and spell multisyllabic words; Read controlled passages with fluency

Common Core State Standards:

- **RF.1.2.A:** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.3.A:** Know the spelling-sound correspondences for common consonant digraphs.
- **RF.1.3.C:** Know *naI -e* and common vowel team conventions for representing long vowel sounds.
- **RF.1.3.D:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

Lesson	Content	Sample Word List	Spelling
1	Closed Syllables	absent, met, shed, velvet, etc.	bottom, velvet, trumpet
2		muffin, ship, loft, submit, etc.	compass, common, gadget
3		conquest, dash, stump, lesson, etc.	blanket, puppet, insect
4		fluff, brush, contrast, fabric, etc.	canvas, fabric, contrast
5		puffin, plump, dusk, attract, etc.	wisdom, husband, attract
6	Open and Closed Syllables	ivy, be, unit, cozy, etc.	nomad, unit, baby
7		navy, hi, event, fever, etc.	bonus, depend, focus
8		gravy, fry, music, python, etc.	music, robot, raven
9		pupil, eject, equal, recent, etc.	evil, brutal, recent
10		apron, shed, frugal, bacon, etc.	strident, bacon, frugal

¹¹ From *How to Plan Differentiated Reading Instruction*, Second Edition, by Sharon Walpole and Michael C. McKenna. Copyright © 2017 The Guilford Press.

Lesson	Content	Sample Word List	Spelling
11	Vowel Consonant-e, Closed, and Open Syllables	collide, rake, mistake, estate, etc.	compose, ignite, estate
12		revise, space, supreme, athlete, etc.	athlete, supreme, humane
13		migrate, frame, donate, microbe, etc.	donate, volume, immune
14		pavement, flute, pollute, dictate, etc.	refuge, deplete, dictate
15		define, brute, stampede, divide, etc.	stampede, expire, divide

Progress Monitoring

Students can read **10/15 real and 10/15 nonsense** multisyllabic words with vowel consonant-e, closed, and open syllable types to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills

Multisyllabic Decoding 10-12: Syllable Types

Fluency and Comprehension

Competencies: Identify Syllable Type-r-Controlled, Vowel Teams, Consonant-le; Read and spell multisyllabic words; Read controlled passages with fluency

Common Core State Standards:

- **RF.1.2.A:** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.3.A:** Know the spelling-sound correspondences for common consonant digraphs.
- **RF.1.3.C:** Know final -e and common vowel team conventions for representing long vowel sounds.
- **RF.1.3.D:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

Lesson	Content	Sample Word List	Spelling
1	r-Controlled Syllables	barber, far, garment, circus, etc.	garment carpet monster
2		harvest, sir, letter, thermos, etc.	perfect confirm diner
3		farmer, her, sermon, after, etc.	further border sermon
4		tamper, fur, butter, carbon, etc.	hermit, garlic, carbon
5		blubber, or, fever, turnip, etc.	afford, alert, turnip
6	Vowel Teams	seasons, glow, maintain, founder, etc.	balloon, maintain, allow
7		contain, float, fairway, applaud, etc.	tattoo, ready, applaud,
8		steamer, fear, weather, harpoon, etc.	daughter, rooster, jawbone
9		retrieve, bear, compound, roundtop, etc.	willow, enjoy, blackout
10		healthy, pearl, portrait, instead, etc.	feedback, freedom, relief

Lesson	Content	Sample Word List	Spelling
11	Consonant-le Syllables	candle, cripple, grapple, turtle, etc.	jungle, simple, candle
12		able, cable, noble, cycle, etc.	noble, title, marble
13		saddle, double, sprinkle, fiddle, etc.	mumble, riddle, sprinkle
14		fable, eagle, people, staple, etc.	poodle, eagle, people
15		cattle, noodle, beetle, beagle, etc.	beagle, dribble, whistle

Progress Monitoring

Students can read **10/15 real** and **10/15 nonsense** multisyllabic words with r-Controlled, Vowel Teams, Consonant-le syllable types to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills.

Multisyllabic Decoding 13-14: Word Endings

Fluency and Comprehension

Competencies: Identify spelling rules for word endings, -ing and -s; Read and spell multisyllabic words; Read controlled passages with fluency.

Common Core State Standards:

- **RF.1.3.D:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **RF.1.3.F:** Read words with inflectional endings.
- **RF.1.4.:** Read with sufficient accuracy and fluency to support comprehension.

Lesson	Content	Sample Word List	Spelling
1	Past Tense: -ed	used, waved, skated, traded, etc.	Data-Driven
2	-ing	hoping, writing, closing, framing, etc.	
3	-ing/-ed	nodding, hoped, sniffed, planned, etc.	
4	-ing/-ed	moaned, boasted, meeting, mailing, etc.	
5	-ing/-ed	riding, waited, smiling, voted, etc.	
6	-ies/-ies or -e/-ed	cried, applies, occupied, supplied, etc.	
7	-s/-ies	days, pennies, juries, monkeys, etc.	
8	-ing	applying, portraying, studying, terrifying, etc.	
9	y to i	fanciful, appliance, emptiness, burial, etc.	
10	y to i	deliveries, verified, delaying, adversaries, etc.	

Progress Monitoring

Students can spell **10/15 multisyllabic words** by applying the correct spelling rules for the endings -s, -ing, and, -ed to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills.

Multisyllabic Decoding 15-18: Accents and Schwas

Fluency and Comprehension

Competencies: Identify Syllable Type-Open, Closed, Vowel Consonant-e, r-Controlled, Vowel Teams, Consonant-le; Identify accent rules for multisyllabic words; Read and spell multisyllabic words; Read controlled passages with fluency

Common Core State Standards:

- **RF.1.2.A:** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.3.A:** Know the spelling-sound correspondences for common consonant digraphs.
- **RF.1.3.C:** Know final-e and common vowel team conventions for representing long vowel sounds.
- **RF.1.3.D:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **RF.1.3.G:** Recognize and read grade-appropriate irregularly spelled words.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

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Lesson	Content	Sample Word List	Spelling
1	Combining All Syllable Types	prosecute, speculate, porcupine, turbulent, etc.	porcupine, camcorder, hibernate
2		compromise, persistent, argument, evacuate, etc.	departure, refinement, evacuate
3		pantomime, compressor, assembly, dictator, etc.	customer, dictator, congratulate
4		personalize, stimulate, validate, advocate, etc.	insulate, singular, stimulate
5		Instrument, example, ignorant, assignment, etc.	ignorant, domestic, example
6	-al	vital, general, personalize, arrival, etc.	personalize, internal, identical
7	-ic	horrific, terrific, athletic, patriotic, etc.	athletic, sarcastic, pathetic
8	-ant/-ance	tolerance, attendance, defiant, abundant, etc.	attendance, defiant, hesitant
9	-ive	fugitive, captive, narrative, relative, etc.	captive, massive, negative
10	Schwa	pharmacy, legacy, tentacle, argument, etc.	legacy, metaphor, singular
11	-it/et	planet, quiet, orbit, credit, etc.	planet, credit, toilet
12	-ate	accurate, adequate, literate, pirate, etc.	accurate, desperate, private
13	-ate	estimate, illuminate, literate, chocolate, etc.	donate, climate, estimate
14	-ine	feminine, masculine, doctrine, engine, etc.	examine, determine, engine
15	-ain	Captain, foundation, bargain, chaplain, etc.	captain, villain, mountain
16	-ine	chlorine, vaccine, sardine, figurine, etc.	sardine, marine, magazine
17	-ice	justice, office, crevice, apprentice, etc.	notice, practice, cowardice
18	-tion	ignition, repetition, election, starvation, etc.	election, rotation, perfection
19	-age	cabbage, garbage, savage, advantage, etc.	cottage, voyage, shortage
20	-ture/-sure	composure, pleasure, future, puncture, etc.	future, composure, mixture

Progress Monitoring

Students can read **10/15 multisyllabic words** with various syllable types, accents, and schwas to be considered proficient.

*If students do not pass the above assessment, lessons are repeated for specific unknown skills.

Student Intervention Inventory

School Partner Reference · 2026–27

Understanding the targeted reading support your students receive

When a student is assigned an Ignite Reading intervention, it means the Ignite Reading Team has identified a specific foundational reading skill to strengthen and is providing targeted, structured support within each tutoring session. This document describes the skills students are actively building, organized by Ignite Reading instructional unit. For each skill, the chart below identifies:

- the specific skill that the intervention addresses grouped by literacy domain
- the Ignite Reading unit(s) in which that skill is taught and reinforced
- and the corresponding Common Core Reading Foundational Skills (RF) or Language (L) standard to map interventions to grade-level expectations.

Skill Being Built	Ignite Reading Unit	CCSS Standard
Basic Alphabet Knowledge		
<i>Phonological & Phonemic Awareness</i>		
Building the ability to sort and categorize words by initial and rhyming sounds	Basic Alphabet Knowledge	RF.K.2a · RF.K.2d
Developing phoneme isolation — identifying initial, medial, and final sounds in spoken words	Basic Alphabet Knowledge · Using Letter Sounds	RF.K.2d · RF.1.2b
<i>Letter Recognition & Letter-Sound Knowledge</i>		
Building automatic recognition of upper- and lowercase letter names across the full alphabet	Basic Alphabet Knowledge	RF.K.1d
Developing consistent, accurate production of sounds associated with individual letters	Basic Alphabet Knowledge · Using Letter Sounds	RF.K.3a
Strengthening letter name and sound automaticity to support fluent, accurate decoding	Basic Alphabet Knowledge · Using Letter Sounds	RF.K.1d · RF.K.3a
Developing accuracy and confidence with visually similar letter pairs (e.g., b/d, m/n, c/s, g/j, e/i)	Basic Alphabet Knowledge · Using Letter Sounds	RF.K.1d · RF.K.3a · RF.1.3b
Building clear, consistent distinctions between short vowel sounds	Basic Alphabet Knowledge · Using Letter Sounds	RF.K.3b · RF.1.3b
Strengthening letter knowledge through integrated letter formation and name-sound practice	Basic Alphabet Knowledge	RF.K.1d · RF.K.3a
Receiving foundational letter-sound support delivered in an age-appropriate format for older students	Basic Alphabet Knowledge	RF.K.1d · RF.K.3a

Skill Being Built	Ignite Reading Unit	CCSS Standard
Using Letter Sounds		
<i>Phonological & Phonemic Awareness</i>		
Developing phoneme isolation — identifying initial, medial, and final sounds in spoken words	Basic Alphabet Knowledge · Using Letter Sounds	RF.K.2d · RF.1.2b
Strengthening the ability to segment spoken words into individual phonemes	Using Letter Sounds · Using Letter Patterns	RF.K.2e · RF.1.2b
Building fluent phoneme blending — connecting a sequence of sounds into a whole word	Using Letter Sounds	RF.K.2e · RF.1.2c
Developing phoneme awareness through visual and kinesthetic scaffolds that make sound-level work concrete and accessible	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels	RF.K.2 · RF.K.2d
<i>Letter Recognition & Letter-Sound Knowledge</i>		
Developing consistent, accurate production of sounds associated with individual letters	Basic Alphabet Knowledge · Using Letter Sounds	RF.K.3a
Strengthening letter name and sound automaticity to support fluent, accurate decoding	Basic Alphabet Knowledge · Using Letter Sounds	RF.K.1d · RF.K.3a
Developing accuracy and confidence with visually similar letter pairs (e.g., b/d, m/n, c/s, g/j, e/i)	Basic Alphabet Knowledge · Using Letter Sounds	RF.K.1d · RF.K.3a · RF.1.3b
Building clear, consistent distinctions between short vowel sounds	Basic Alphabet Knowledge · Using Letter Sounds	RF.K.3b · RF.1.3b
<i>Phonics Decoding — Single-Syllable Words</i>		
Building VC (vowel-consonant) blending as a scaffold toward accurate CVC word reading	Using Letter Sounds	RF.K.2e · RF.1.3b
Building accurate CVC decoding by applying letter-sound knowledge to blend whole words	Using Letter Sounds	RF.1.3b
Strengthening blending fluency so that segmented sounds connect into whole words automatically	Using Letter Sounds · Blends & Digraphs	RF.1.3b
Developing the working memory support needed to hold and blend phonemes sequentially	Using Letter Sounds · Blends & Digraphs	RF.1.3b
Strengthening phonics-based decoding strategies for accurate, independent word reading	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e	RF.1.3b · RF.2.3
<i>Phonics Decoding — Multisyllabic Words</i>		

Developing phonics pattern accuracy and automaticity through targeted nonsense word practice	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels · Multisyllabic Decoding	RF.1.3b · RF.2.3 · RF.3.3c
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Skill Being Built	Ignite Reading Unit	CCSS Standard
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Using Letter Patterns

Phonological & Phonemic Awareness

Strengthening the ability to segment spoken words into individual phonemes	Using Letter Sounds · Using Letter Patterns	RF.K.2e · RF.1.2b
Building the ability to recognize and match onset and rime patterns across words	Using Letter Patterns	RF.K.2a · RF.1.3
Strengthening phoneme manipulation — adding, deleting, and substituting sounds in words	Using Letter Patterns	RF.1.2c · RF.1.2d

Skill Being Built	Ignite Reading Unit	CCSS Standard
Blends & Digraphs		
<i>Phonological & Phonemic Awareness</i>		
Developing phoneme awareness through visual and kinesthetic scaffolds that make sound-level work concrete and accessible	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels	RF.K.2 · RF.K.2d
Developing the ability to segment and blend spoken words containing consonant blends and digraphs	Blends & Digraphs	RF.1.2b · RF.1.3b
<i>Phonics Decoding – Single-Syllable Words</i>		
Strengthening blending fluency so that segmented sounds connect into whole words automatically	Using Letter Sounds · Blends & Digraphs	RF.1.3b
Developing the working memory support needed to hold and blend phonemes sequentially	Using Letter Sounds · Blends & Digraphs	RF.1.3b
Strengthening phonics-based decoding strategies for accurate, independent word reading	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e	RF.1.3b · RF.2.3
Building accurate decoding of words containing consonant digraphs (sh, ch, th, ck, wh)	Blends & Digraphs	RF.1.3a
Developing precision and consistency with consonant digraph spelling-sound correspondences	Blends & Digraphs	RF.1.3a
Developing precise production of the th digraph and distinguishing it from similar sounds (support for multilingual learners)	Blends & Digraphs	RF.1.3a
Building accurate decoding of words with initial and final consonant blends	Blends & Digraphs	RF.1.3b · RF.2.3
Building automaticity with previously mastered decoding patterns so that accurate word reading becomes fast and effortless (Fluency Bridge – Word Level)	Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e · Vowel Teams	RF.1.3b · RF.2.3 · RF.3.4
<i>Phonics Decoding – Multisyllabic Words</i>		
Developing phonics pattern accuracy and automaticity through targeted nonsense word practice	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels · Multisyllabic Decoding	RF.1.3b · RF.2.3 · RF.3.3c
<i>Reading Fluency & High-Frequency Word Recognition</i>		
Strengthening the transfer of word-level automaticity into fluent, accurate passage-level reading (Fluency Bridge – Passage Level)	Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e · Vowel Teams	RF.1.4 · RF.2.4 · RF.3.4

Skill Being Built	Ignite Reading Unit	CCSS Standard
R-Controlled Vowels		
<i>Phonological & Phonemic Awareness</i>		
Developing phoneme awareness through visual and kinesthetic scaffolds that make sound-level work concrete and accessible	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels	RF.K.2 · RF.K.2d
Building segmenting and blending fluency with words containing r-controlled vowel patterns	R-Controlled Vowels	RF.1.2b · RF.2.3
<i>Phonics Decoding — Single-Syllable Words</i>		
Strengthening phonics-based decoding strategies for accurate, independent word reading	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e	RF.1.3b · RF.2.3
Developing recognition and accurate application of r-controlled vowel patterns (ar, er, ir, or, ur)	R-Controlled Vowels	RF.2.3
Building automaticity with previously mastered decoding patterns so that accurate word reading becomes fast and effortless (Fluency Bridge — Word Level)	Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e · Vowel Teams	RF.1.3b · RF.2.3 · RF.3.4
<i>Phonics Decoding — Multisyllabic Words</i>		
Developing phonics pattern accuracy and automaticity through targeted nonsense word practice	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels · Multisyllabic Decoding	RF.1.3b · RF.2.3 · RF.3.3c
<i>Reading Fluency & High-Frequency Word Recognition</i>		
Strengthening the transfer of word-level automaticity into fluent, accurate passage-level reading (Fluency Bridge — Passage Level)	Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e · Vowel Teams	RF.1.4 · RF.2.4 · RF.3.4

Skill Being Built	Ignite Reading Unit	CCSS Standard
Vowel-Consonant-e		
<i>Phonics Decoding — Single-Syllable Words</i>		
Strengthening phonics-based decoding strategies for accurate, independent word reading	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e	RF.1.3b · RF.2.3
Building accurate recognition and application of the vowel-consonant-e (silent e) pattern	Vowel-Consonant-e	RF.1.3c · RF.2.3b
Developing confident, consistent distinction between short and long vowel sounds in VCe words	Vowel-Consonant-e	RF.1.3c · RF.K.3b
Building automaticity with previously mastered decoding patterns so that accurate word reading becomes fast and effortless (Fluency Bridge — Word Level)	Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e · Vowel Teams	RF.1.3b · RF.2.3 · RF.3.4
<i>Spelling & Encoding</i>		
Building accurate application of the vowel-consonant-e spelling rule for long and short vowel words	Vowel-Consonant-e	L.1.2d · L.2.2d
<i>Reading Fluency & High-Frequency Word Recognition</i>		
Strengthening the transfer of word-level automaticity into fluent, accurate passage-level reading (Fluency Bridge — Passage Level)	Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e · Vowel Teams	RF.1.4 · RF.2.4 · RF.3.4

Skill Being Built	Ignite Reading Unit	CCSS Standard
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Vowel Teams

Phonics Decoding — Single-Syllable Words

Building recognition and accurate decoding of vowel team patterns	Vowel Teams	RF.2.3b
Developing accurate production and recognition of diphthong sounds (oi, oy, ou, ow)	Vowel Teams	RF.2.3b
Building automaticity with previously mastered decoding patterns so that accurate word reading becomes fast and effortless (Fluency Bridge — Word Level)	Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e · Vowel Teams	RF.1.3b · RF.2.3 · RF.3.4

Reading Fluency & High-Frequency Word Recognition

Strengthening the transfer of word-level automaticity into fluent, accurate passage-level reading (Fluency Bridge — Passage Level)	Blends & Digraphs · R-Controlled Vowels · Vowel-Consonant-e · Vowel Teams	RF.1.4 · RF.2.4 · RF.3.4
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Multisyllabic Decoding

Phonics Decoding — Multisyllabic Words

Building accurate, systematic decoding of multisyllabic words using phonics-based strategies	Multisyllabic Decoding	RF.3.3a · RF.3.3c
Strengthening the ability to apply phonics knowledge to complex word parts at advancing levels	Multisyllabic Decoding	RF.3.3c · RF.4.3a
Developing phonics pattern accuracy and automaticity through targeted nonsense word practice	Using Letter Sounds · Blends & Digraphs · R-Controlled Vowels · Multisyllabic Decoding	RF.1.3b · RF.2.3 · RF.3.3c

Spelling & Encoding

Developing consistent, accurate application of -ed inflectional ending rules when spelling	Multisyllabic Decoding	L.1.2d · L.2.2d · L.3.2e
Strengthening the ability to apply long vowel spelling patterns in multisyllabic words	Multisyllabic Decoding	L.2.2d · RF.2.3b
Building fluency applying multiple spelling change rules across a mixed and varied word set	Multisyllabic Decoding	L.3.2e · L.4.2d · RF.4.3a

Skill Being Built	Ignite Reading Unit	CCSS Standard
High Frequency Words Reading Fluency & High-Frequency Word Recognition		
Building automatic, fluent recognition of high-frequency words in connected phrase reading	High Frequency Words	RF.K.3c · RF.1.3g

Standards key: RF = Reading Foundational Skills · L = Language Standards · K = Kindergarten, 1–4 = Grade level · Common Core State Standards for English Language Arts