

Scope and Sequence

KIT C

Complex Consonants, Silent Letters, Low-Frequency Spellings

| Lesson | Phonics Focus | Sample Words | High-Frequency Words | Comprehension Focus | Card Topic |
|--------------------|---|--|--|--------------------------|------------------------|
| Complex Consonants | | | | | |
| C1 | soft c /s/; hard c /k/ | city, fancy, central; Canada, country, capital | every, large, people, school, students, their, walked, world | Asking Questions | A City of Cyclists |
| C2 | hard g /g/; soft g /j/ | grow, ground, fragrant; giant, germinate, dangerous | animals, beautiful, example, many, sometimes | Making Predictions | Flower Power |
| C3 | ce /s/; ge, dge: /j/ | dance, force, choice; stage, huge, range; judged, edge, bridge | different, know, learn, something, themselves | Understanding Text Forms | Dance Moves |
| Silent Letters | | | | | |
| C4 | wr, rh: /r/ | wrap, write, wrong; rhino, rhyme | between, brother, difficult, example, known | Making Connections | Feel the Rhythm |
| C5 | kn, gn: /n/ | knights, knee, know; gnomes, gnaw, sign, design | different, people, quickly, their, who | Visualizing | A Quest for Adventure |
| C6 | mb, mn: /m/ | climb, limbs, thumbs; autumn, column, hymn | across, become, country, instead, move | Understanding Text Forms | The Thrill of Climbing |
| C7 | t (silent) | bustle, castle, nestled, fasten, glisten, listen | around, beautiful, building, built, ground | Rereading Text | Fairy Tale or Fort? |
| C8 | REVIEW C1-C7 (complex consonants, silent letters) Card Title: Meet Me at the CNE! | | | | |

| Low-Frequency Spellings | | | | | |
|-------------------------|---|---|--|-------------------------------|---------------------------|
| C9 | air, are, ear: /air/ | air, chair, repairs; care, daring, rare; bear, pear, footwear | because, brothers, common, hours, million | Self-Monitoring | Dare to Dream |
| C10 | long a: ey, ei, eigh, aigh | obey, they; reins, veins; eight, sleigh; straight | building, changes, often, person, their | Summarizing | Working Dogs |
| C11 | t/ch/ | adventure, culture, nature, picture, texture | found, friend, important, were, what | Activating Prior Knowledge | If the Shoe Fits |
| C12 | s /zh/; ss /sh/ | closure, measure, treasure, issues, pressure, assured | could, million, should, thought, thousands | Responding to Text | Searching for Treasure |
| C13 | si /zh/, /sh/; ssi /sh/ | version, decision, comprehension, tension; discussion, compassion | another, around, language, learn, said | Making Connections | Languages of the World |
| C14 | ci /sh/ | crucial, artificial, social, musician, precious, glacier | because, believe, covered, scientists, thousands | Reflecting on Learning | Shaping the Landscape |
| C15 | ti /sh/ | partial, potential, action, creation, cautious, ambitious | became, often, perhaps, thought, wrote | Making Inferences | Detective Work |
| C16 | REVIEW C9–C15 (low-frequency spellings) Card Title: A Vision for the Future | | | | |

Notes:

- The Phonics Focus targets many of the Word-Level Reading and Spelling: Applying Phonics, Orthographic, and Morphological Knowledge.
- Most lessons will embed a fluency tip, comprehension prompts, and vocabulary connections.
- Where appropriate, often related to comprehension, text forms and structures will be addressed.