Engaging Stories for Growing Minds

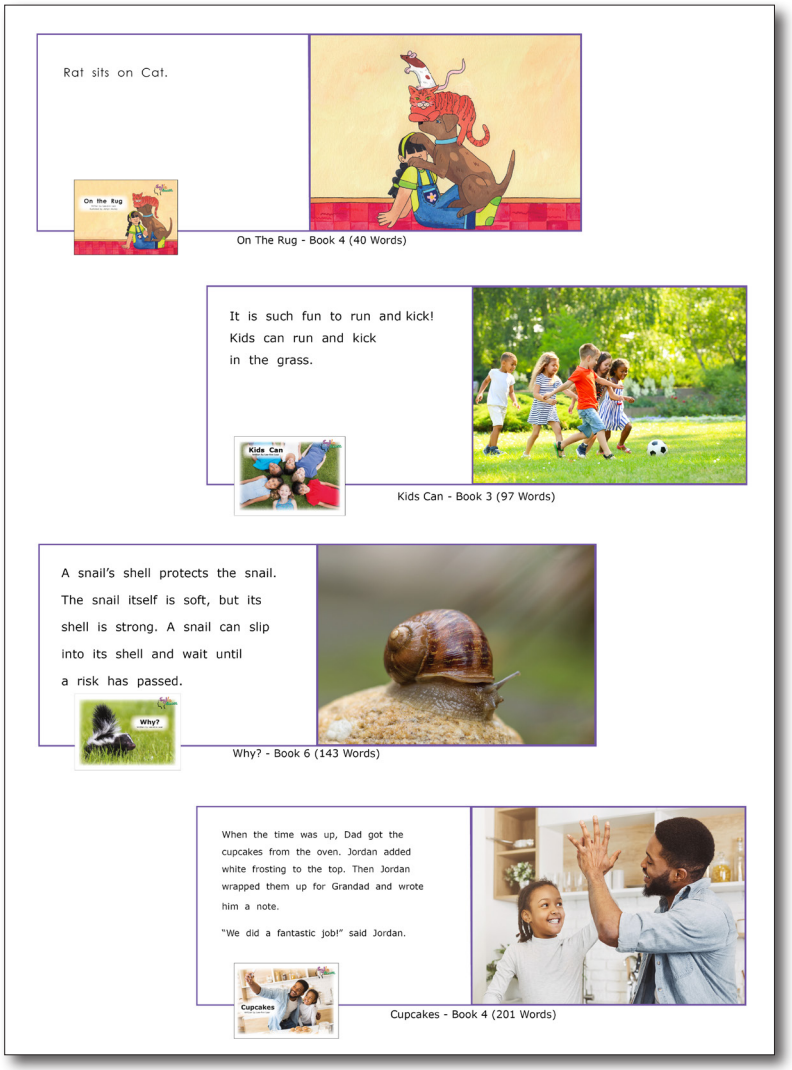
SyllaSense Scope and Sequence

www.syllasense.com
info@syllasense.com
(905) 418-2030
(866) 936-6164 (toll free)

SyllaSense Decodable Readers

Are you looking to build a library of Decodable Readers in your school or home? SyllaSense Decodable Readers provide opportunities for students to develop and practice grapheme-phoneme correspondence as well as an understanding of orthographic conventions, morphology, and high frequency words.

These books are ideal if you are searching for a more systematic approach to teaching the building blocks of reading, while still keeping meaningful text and natural language structures at the forefront. Created in Canada, these engaging, meaning-rich stories are a great addition to any school or home library!



Key Features

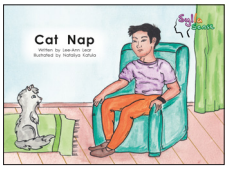
- texts only include concepts that have been previously introduced and explicitly taught
- blending can be used to read all words on the page, with the exception of a small selection of high frequency words
- books contain natural language structures and are meaning-driven
- stories are engaging with interesting characters and plots
- prefixes and suffixes are introduced in books, providing the opportunity to explore concepts of morphology
- books follow a well-defined and extensive Scope and Sequence, which is broken into five categories:
    - Grapheme/Phoneme Correspondence
    - Orthographic Conventions
    - Morphology
    - Punctuation/Text Features
    - High Frequency Words

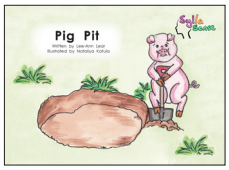
Free, downloadable support materials are available for all texts in our series. For more information, visit:

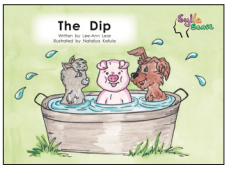
https://syllasense.com/pages/resources

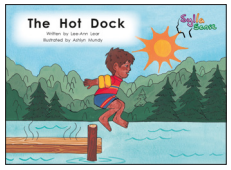
Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High Frequency Words [1]
Yellow Series Fiction 1. Cat Nap	-<a>/ă/ [2] (e.g., “cat”), <o>/ŏ/ (e.g., “on”) -<c>/k/, <g>/g/, <s>/s/ unvoiced (e.g., “sat”) -<d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/	-short vowel sounds in closed syllables -<c> as default grapheme for /k/ [3]	-n/a	-concept of phrase and sentence [4] -period at end of complete sentence -exclamation mark -capitalization of proper nouns	-“a” (<a> typically pronounced as a *schwa*)
2. Pig Pit	-<i>/ĭ/ (e.g., “sit”), <u>/ŭ/ (e.g., “fun”) -<s>/z/ voiced (e.g., “is”), <b>/b/, <f>/f/	-n/a	-n/a	-comma	-n/a
3. The Dip	-consonant digraph <th>/TH/ voiced (only in “the”) [5]	-concept of digraph	-n/a	-n/a	-“the” (<e> typically pronounced as a *schwa*) -“and” (<nd> is the only consonant cluster [6] in the Yellow Series, and is only used in “and”)
4. On the Rug	-<r>/r/, <l>/l/	-concept of liquid consonants [7]	-suffix <-s> (both /s/ and /z/) as third person singular verb present tense -concept of “base” (free base can stand alone as a word) and concept of “suffix”	-n/a	-n/a
5. The Hot Dock	-consonant digraphs <ck>/k/ and <ff>/f/ -<z>/z/	-use <ck> for /k/ at the end of a base after a single (short) vowel	-n/a	-n/a	-n/a
Yellow Series Photo 6. In Bed	-<e>/ĕ/ (e.g., “bed”) -<x>/ks/	-n/a	-n/a	-n/a	-n/a
7. Pets	-<v>/v/ -<k>/k/	-<k> as /k/ (before <e>, <i>, or <y>)	-suffix <-s> (both /s/ and /z/) as plural	-n/a	- “to”
8. Fun in the Mud!	-<w>/w/, <j>/j/ -consonant digraphs <zz>/z/, <ss>/s/, and <ll>/l/	-BOMP (Buzz Off Miss Pill) - double <z>, <f>, <s>, and <l> at the end of a base after a single (short) vowel	-n/a	-n/a	-n/a
9. Run!	-<y>/y/ as a consonant (e.g., “yes”)	-n/a	-n/a	-question mark	-n/a
10. Max	-review of concepts	-n/a	-n/a	-n/a	-n/a

Yellow Series









Rat sits on Cat.

On The Rug - Book 4 (40 Words)

The bed is in the sun.

In Bed - Book 6 (45 Words)

Can ducks run?

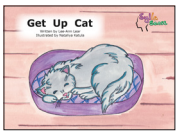
Yes! Ducks can run!

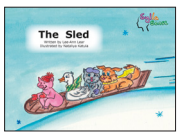
Run! - Book 9 (48 Words)

Sylla Sense

Green Fiction	Green Photo	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High Frequency Words [1]
1. Get Up Cat		-review of concepts	-n/a	-n/a	-n/a	-n/a
2. The Log		-consonant digraph <th>/th/ unvoiced (e.g., “thin”), and <th>/TH/ voiced (e.g., “this” in addition to “the”)	-n/a	-n/a	-ellipsis	-n/a
3. The Bath		-consonant digraph <sh>/sh/ (e.g., “ship”)	-n/a	-n/a	-n/a	-n/a
4. The Hot Sun	1. Fat Cat	-initial consonant clusters[6] with continuous sound as second phoneme (e.g., <pl>)	-n/a	-suffix <-s> as possessive	-apostrophe for possession	-n/a
5. Dad’s Truck	2. Red Dog	-initial consonant clusters with continuous sound as second phoneme (e.g., <tr>, <sn>)	-n/a	-n/a	-n/a	“of”
6. Red Dog in the Mud	3. Kids Can	-consonant digraph <ch>/ch/ (e.g., “chip”) -3 consonant cluster (e.g., <spl>, <scr>)	-unconventional spelling of “much” and “such”[8]	-n/a	-n/a	-n/a
7. The Sled	4. Frog at the Pond	-final consonant clusters (e.g., <mp>, <st>, <nd> in addition to “and”[6])	-n/a	-suffix <-ing> as present participle[9]	-n/a	-“was”
8. Fat Cat’s Lunch	5. The Trip	-initial consonant clusters with stop sound as second phoneme (e.g., <st>, <sp>)	-n/a	-n/a	-capitalization for emphasis	-n/a
9. Spot, the Dog	6. Cam	-<-ed>/t/ (e.g., “jumped”), /d/ (e.g., “called”), and /əd/ (e.g., “landed”)	-concept of schwa (/ə/) in unstressed syllables [10]	-suffix <-ed> as past tense of a verb	-n/a	-n/a
10. The Chick	7. In the Bush	-consonant trigraph <-tch>/ch/ (e.g., “hatch”) -<u>/o͝o/ (e.g., “bush”)	-use <-tch> for /ch/ at the end of a base after a single (short) vowel -vc/cv words (e.g., “rabbit”)	-suffix <-s> as possessive without apostrophe in “its” -doubling rule	-n/a	-n/a
	8. The Ducks	-<ng>/ng/ (e.g., “long”) -digraph <qu>/kw/ (e.g., “quick”)	-n/a	-n/a	-quotation marks	-“said”
	9. The Chipmunk	-<nk>/nk/ (e.g., “think”)	-<wa> (<a> as short /ŏ/ after <w>, e.g., “watch”)	-n/a	-n/a	-n/a
	10. The Bridge	-trigraph <-dge>/j/ (e.g., “bridge”)	-<al> (<a> as short /ŏ/ when followed by <l>, e.g., “tall”) -use <-dge> for /j/ at the end of a base after a single (short) vowel	-n/a	-n/a	-“they”

Green Series

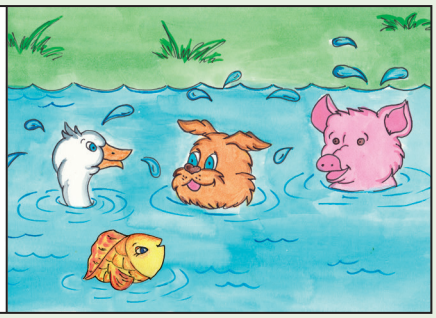




Duck sits on the log
with Cat and Dog.

The Log - Book 2 (51 Words)

Duck slips in with Fish.
Dog and Pig hop in as well.



The Hot Sun - Book 4 (73 Words)

It is such fun to run and kick!
Kids can run and kick
in the grass.

Kids Can - Book 3 (97 Words)

"Get next to the pond,"
said Ashlin.
Quinn got next to the pond
with a nut. The mom duck
swam up to Quinn but did not
get the nut.

The Ducks - Book 8 (128 Words)

Sylla Sense

Blue Series[11]	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High Frequency Words [1]
1. Sledding	-<o>/ō/ and <e>/ē/ in open syllables (e.g., “me”, “go”)	-long vowel sounds in open syllables	-n/a	-n/a	- “you”
2. Fishing	-<y>/ī/ in stressed open syllables (e.g., “by”, “my”)	-n/a	-n/a	-n/a	-“your”
3. At the Creek	-vowel digraph <ee>/ē/ (e.g., “tree”)	-vowel digraph (two letters that represent 1 vowel sound) -flexibility with vowel sounds in v/cv words (e.g., “moment”) and vc/v words (e.g., “vanish”)[12]	-n/a	-n/a	-n/a
4. The Play Day	-vowel digraph <ay>/ā/ (e.g., “play”)	-use <ay> for /ā/ at the end of a base	-n/a	-contraction “let’s”	-n/a
5. Recess	-consonant digraph <wh>/wh/ (e.g., “when”) -<c>/s/ (e.g., “dance”)	-<c> as /s/ (when followed by <e>, <i>, or <y>)	-compound words	-n/a	-n/a
6. Why?	-vowel digraph <ai>/ā/ (e.g., “tail”)	-complete English words do not end in <v>, so a “marker <e>” is added [13]	-n/a	-question/answer format	-“do”
7. River Otters	-<er>/er/ (e.g., “otter”)	-r-controlled vowel -<o> is often pronounced as /ŭ/ when followed by <v> (e.g., “love”)	-suffix <-ed> attached to a noun to form an adjective (e.g., “webbed”)	-n/a	-n/a
8. Sports	-<or>/or/ (e.g., “sports”)	-n/a	-n/a	-n/a	-“are”
9. In the City	-<y>/ē/ in unstressed open syllables (e.g., “city”)	-n/a	-n/a	-n/a	-“from” and “one”
10. Bobcats	-n/a	-<ild> /īld/, <ind> /īnd/, <old>/ōld/, <ost> /ōst/ (e.g., “mild”, “find”, “bold”, and “most”)	-n/a	-n/a	-n/a

Blue Series

Getting back up the hill is no fun, and it can be a big job! Stopping to rest at the top can help.

Sledding - Book 1 (139 Words)

A snail's shell protects the snail. The snail itself is soft, but its shell is strong. A snail can slip into its shell and wait until a risk has passed.

Why? - Book 6 (143 Words)

If you are going a short way, you can hop on a city bus. The city bus will have plenty of stops along the street! You can push a button if you want to get off at the next stop.

In The City - Book 9 (164 Words)

Sylla Sense

Teal Series [11]	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High Frequency Words [1]
1. Jump!	-<o>/ō/ and <e>/ē/ in open syllables (e.g., “go”, “me”)	-long vowel sounds in open syllables	-n/a	-n/a	- “you”
2. Fast!	-<y>/ī/ in stressed open syllables (e.g., “by”, “my”)	-n/a	-suffix <-es> as plural and third person singular (forms another syllable)	-n/a	-n/a
3. Pancakes	-<a>/ā/ in VCe pattern (e.g., “cake”)	-VCe pattern (“marker <e>” to mark preceding vowel as long)	-compound words	-n/a	-n/a
4. Hide!	-<i>/ī/ in VCe pattern (e.g., “hide”) -<wh>/w/ (e.g., “when”)	-n/a	-n/a	-contractions (e.g., “can’t”, “isn’t”)	-n/a
5. The Camping Trip	-<o>/ō/ in VCe pattern (e.g., “close”)	-n/a	-n/a	-n/a	-n/a
6. The Race	-<e>/ē/ in VCe pattern (e.g., “these”) -<c>/s/ in VCe pattern (e.g., “ice”)	-<c> as /s/ (when followed by <e>, <i>, or <y>)	-n/a	-n/a	-n/a
7. Yes! But...	-<u>/ū/ [14] (e.g., “rule”) and /yū/ (e.g., “use”) in VCe pattern and open syllables (e.g., “music”)	-flexibility with vowel sounds in v/cv words (e.g., “human”) and vc/v words (e.g., “vanish”) [12]	-n/a	-n/a	-n/a
8. At the Park	-<ar>/ar/ (e.g., “car”)	-r-controlled vowel -complete English words do not end in <v>, so a “marker <e>” is added [13]	-n/a	-n/a	-n/a
9. Turn, Spin, and Twirl	-<ir>/er/ (e.g., “bird”) and <ur>/er/ (e.g., “hurt”)	-n/a	-n/a	-n/a	-“are”
10. The Marsh	-n/a	-<ild>/īld/, <ind>/īnd/, <old>/ōld/, <ost>/ōst/ (e.g., “mild”, “find”, “bold”, and “most”)	-n/a	-n/a	-n/a

Teal Series

Jets fly fast in the sky.
If you go on a jet, the trip will be swift!

Fast! - Book 2 (136 Words)

They stopped and had a rest.
Cole had a snack while
Granddad checked the map.
The lake was close by!

The Camping Trip - Book 5 (169 Words)

A game park is a place you can go to spot big cats. These cats live in a game park. It is safe to get close to them if you travel inside a car. They thrive in the wide open space!

At the Park - Book 8 (177 Words)

Sylla Sense

Red Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High Frequency Words [1]
1. Arctic Hares	-vowel digraph <oa>/ō/ (e.g., “coat”) -<a>/ā/ (e.g., “basic”)	-flexibility with vowel sounds (with a focus on <a>)[12]	-n/a	-n/a	-n/a
2. Up High	-vowel trigraph <igh>/ī/ (e.g., “high”)	-n/a	-n/a	-n/a	-n/a
3. Sea Glass	-vowel digraph <ea>/ē/ (e.g., “sea”)	-n/a	-n/a	-n/a	-“many”
4. In the Snow	-vowel digraph <ow>/ō/ (e.g., “snow”)	-n/a	-n/a	-n/a	-“once” -content word: “ski”
5. Space Tools	-vowel digraph <oo>/ū/[14] (e.g., “cool”) -<i>/ī/ (e.g., “items”)	-flexibility with vowel sounds (with a focus on <i>)[12]	-n/a	-n/a	-content word: “Canadarm”
6. Puppy!	-diphthongs <oi>/oy/ (e.g., “avoid”) and <oy>/oy/ (e.g., “boy”)	-use <oi> for /oy/ in initial and medial position, and <oy> for /oy/ at the end of a base	-n/a	-n/a	-“come”
7. Orcas	-diphthong <ou>/ow/ (e.g., “out”)	-n/a	-n/a	-n/a	-content words: “ocean” and “calf”
8. Towers and Tunnels	-diphthong <ow>/ow/ (e.g., “cow”)	-n/a	-n/a	-n/a	- “people”
9. Books	-vowel digraph <oo>/o͝o/ (e.g., “look”)	-n/a	-n/a	-n/a	-n/a
10. Clever Dolphins!	-digraph <ph>/f/ (e.g., “photo”)	-consonant-le syllables	-n/a	-n/a	-“some” -content word: “whistle”

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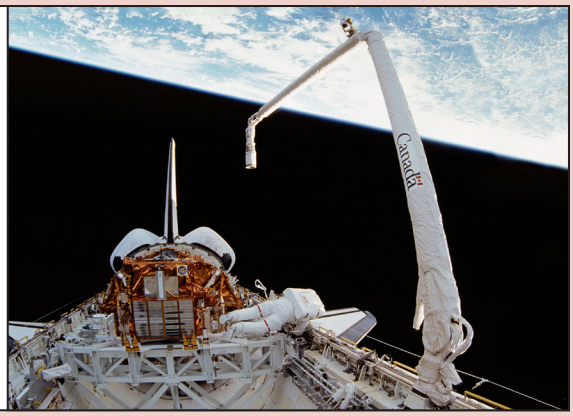
Red Series

From the top of a high cliff, you might see birds in flight or a floating boat. Stay safe, and watch your step!

Up High - Book 2 (177 Words)

The Canadarm is cool! It was made to mimic a human arm with an elbow. It had a Kevlar coating to keep it from getting too hot or too cold. In 1981, it was sent into space.



Space Tools - Book 5 (186 Words)

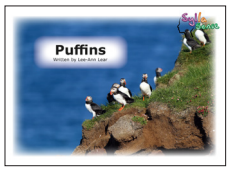
A dolphin is able to use sound to find its way. It will make a clicking sound, and then track how long it takes for the sound to bounce back. This helps the dolphin "look at" the things around it.

Clever Dolphins! - Book 10 (189 Words)

Sylla Sense

Purple Series[11]	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High Frequency Words[1]
1. The Cave	-<i>/ī/ (e.g., “hide”), <a>/ā/ (e.g., “cake”), and <o>/ō/ (e.g., “close”) in VCe pattern *now introduced in Teal[15]	-VCe pattern (“marker <e>” to mark preceding vowel as long) *now introduced in Teal	-n/a	-n/a	-n/a
2. Puffins	-<u>/yū/ in VCe pattern (e.g., “use”) *now introduced in Teal	-3 syllable words, stress and schwa review[10]	-suffix <-y> as adjective: gives a sense of *characterized by* or *inclined to be*	-n/a	-“their”
3. The Insect Hunt	-<u>/ū/ in VCe pattern (e.g., “rule”) *now introduced in Teal	-n/a	-suffix <-er> as comparative (more)	-n/a	-“some” *now introduced in Red
4. Cupcakes	-consonant digraph <wr>/r/ (e.g., “wrist”)	-n/a	-suffix <-er> as an “agent” or “one who”	-n/a	-n/a
5. Red Foxes	-<e>/ē/ in VCe pattern (e.g., “these”) *now introduced in Teal	-“marker <e>” as suffix cancellation (e.g., “sense”)	-suffix <-es> as plural and third person singular (forms another syllable) *now introduced in Teal	-n/a	-n/a
6. Biking	-n/a	-n/a	-suffix <-ful>: gives a sense of *full* or *full of* -replace <e> suffixing convention	-n/a	-n/a
7. The Tides	-n/a	-n/a	-suffix <-est> as superlative (the most)	-n/a	-“where” and “there”
8. Niagara Falls	-<g>/j/ (e.g., “plunge”)	-<g> as /j/ (when followed by <e>, <i>, or <y>)	-suffix <-ly>: gives a sense of *like* or *manner of*	-n/a	-content word: “Niagara”
9. At the Lake	-consonant digraph <kn>/n/ (e.g., “knife”)	-n/a	-prefix <un->: gives a sense of *reversal*, *removal*, or *deprivation*	-n/a	-n/a
10. Fish	-<y>/ī/ (e.g., “gym”)	-n/a	-prefix <re->: gives a sense of *back* or *again* -concept of bound base	-n/a	-content word: “ocean”

Purple Series



When the time was up, Dad got the cupcakes from the oven. Jordan added white frosting to the top. Then Jordan wrapped them up for Grandad and wrote him a note.

"We did a fantastic job!" said Jordan.

Cupcakes - Book 4 (201 Words)

Red foxes have whiskers on their legs. These whiskers help them to find their way in long grass and dense bushes. The whiskers also help foxes to sense animals when they are hunting.

Red Foxes - Book 5 (210 Words)

It is a myth that all fish need to remain in the water to stay alive. A small number of fish can live in water and on land. Mudskippers live in the water when the tide is in, and on land the rest of the time. They have strong, helpful fins that pull them across the muddy sand and help them to jump and scale rocks.

Fish - Book 10 (249 Words)

Sylla Sense

Notes on our Scope and Sequence

The Scope and Sequence chart indicates which concepts are introduced in each book. It is essential to pre-teach the concepts introduced in each book prior to reading. For example, before reading "Cat Nap" a student should already have been introduced to <a>/ă/, <o>/ŏ/, and the consonants included in the book. Pre-teaching concepts is critical to successful reading. The following notes correspond to the subscripts on our scope and sequence.

1. We use the term "High Frequency Words" to describe words included in our text that contain concepts not yet introduced in our scope and sequence. These words are often referred to as "irregular". In most cases, the spelling and pronunciation of these words is not "irregular", but rather less common, or influenced by the fact that English is a "stressed timed" language (function words such as "the" and "a" are usually unstressed and include a "schwa" /ə/ rather than a short or long vowel sound). Later in the series, we also include a few "content" words that contain concepts not yet covered, but are key to the storyline or topic. The word "and" is also included in our High Frequency Word column, due to the consonant cluster <nd>. Using the word "and" in our early books allows for more natural language structures and longer sentences.

2. Throughout the Scope and Sequence, we use angle brackets (<>) to indicate the pronunciation of letter names, and slash brackets (/ /) to indicate the pronunciation of letter sounds (phonemes).

3. Use <c> as the default grapheme for /k/. Use <k> for /k/ when followed by <e>, <i>, and <y>.

4. In our first few books, we have several pages that only contain phrases. As such, they do not have capitalization or ending punctuation. Full sentences (containing a subject and a predicate), are capitalized and use ending punctuation. In our DECK-odables, we sometimes use capitalization and exclamation marks for sentence fragments meant to show a strong or forceful emotion (e.g., "A mad cat!").

5. The concept that English graphemes often include more than one letter is an important concept to teach early in literacy instruction. Several consonant digraphs are introduced in the Yellow Series, including <th>/TH/ voiced (exclusively in the word "the"). In the Green Series, additional digraphs are introduced, as well as additional words with <th> (both voiced and unvoiced).

6. Many resources use the term "consonant blends" rather than "consonant clusters". We use the term "consonant clusters" to refer to separate graphemes (letters) side by side, each representing a separate phoneme (sound). As mentioned above, the only consonant cluster introduced in the Yellow Series is <nd>, exclusively in the word "and". We introduce additional words with consonant clusters in the Green Series.

7. Liquid consonants (<l> and <r>) are consonant sounds with less obstructed air flow. There is not enough obstruction to cause friction, and as such, these sounds can be perceived as vowel-like. They can be hard to pronounce when speaking and reading, and hard to hear when doing sound analysis of a word. Some students need extra support with these consonants.

8. The words "such" and "much" do not follow regular spelling conventions (use digraph <-tch> for /ch/ at the end of a base after a single short vowel). Noting this upon introduction can help avoid confusion later when <-tch>/ch/ is introduced.

9. We introduce the suffix <-ing> as a unit before we introduce the weld <ng>. Students tend to pick up <-ing> fairly quickly, but it can take some time and practice for them to isolate the <ng> heard within <-ing> and combine it with different vowel sounds.

10. The "schwa" is an unstressed vowel. In polysyllabic words, there will always be a stressed syllable. The vowel sound in unstressed syllables is a schwa, which is an indistinct vowel sound. Students can often hear the schwa in the suffix <-ed>, which is pronounced /əd/, not /ĕd/.

11. The Blue Series and the Teal Series are parallel series, of similar difficulty levels. They both start with open syllables, but then diverge. You can choose which series to begin with, depending on your scope and sequence.

12. When students come across a polysyllabic word, the first step should always be to find the base and remove any affixes. If there are still multiple syllables, students need to look at the vowels and be flexible with the sound they try. If one vowel sound doesn't work, they need to try a different vowel sound. Students need to be reminded that unstressed syllables may be pronounced as a schwa, so a straight long or short vowel sound may not always work when solving a word. This is why we encourage flexibility.

13. Many resources call this a "silent <e>", some call it a "final non-syllabic <e>". We refer to it as a "marker <e>". Marker <e> has many uses in English Orthography (e.g., indicates (or "marks") a long vowel sound in the "vowel-consonant-<e>" words, softens a preceding <c>, etc.).

14. There are multiple ways to represent the long <u> phoneme. In this series, we use /ū/ (e.g., "rule" and "cool") and /yū/ (e.g., "cute").

15. If you have purchased the Teal and Red Series, you will see that some of the concepts from the Purple Series are now introduced in the Teal and Red. We have done this because educators have requested the introduction of more concepts at an earlier level in the series. The main focus of the Purple Series is now the introduction of a range of prefixes and suffixes. We are aware that the current Purple books do not reinforce all the concepts introduced in the Red and Teal Series - we will provide this consolidation practice when we write more Purple titles.

Sylla Sense