

How *Decodable Books* Aligns to *Foundations*

Wilson Foundations Scope and Sequence Level K	Decodable Books Kindergarten
By the End of Level K, Students Will Be Able to:	
Recognize and produce rhyming words	<i>In</i> <i>Tam and I See It</i> <i>The Hat</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Cub in the Jam</i>
Segment words in an oral sentence	<i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>Sam and I</i> <i>What Is the Word?</i>
Segment words into syllables	<i>Tam and I See It</i> <i>Sam and I</i>
Segment and pronounce initial, medial, and final phonemes in spoken CVC words	<i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>Pat</i> <i>I Can Tap</i> <i>Sam and I</i> <i>Tim</i> <i>This Cat</i> <i>The Big Pig</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>I Like to Be This Kid</i> <i>The Job of a Vet</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i> <i>What I Like</i>

Wilson Foundations Scope and Sequence Level K	Decodable Books Kindergarten
By the End of Level K, Students Will Be Able to:	
Manipulate phonemes with additions or substitutions in one-syllable words	<i>Tam and a Mat</i> <i>Pat</i> <i>I Can Tap</i> <i>Sam and I</i> <i>This Cat</i> <i>The Big Pig</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>I Like to Be This Kid</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What I Like</i>
Name all the letters of the alphabet	<i>All books</i>
Write all manuscript letters in lowercase and uppercase	<i>All books</i>
Sequence letters of the alphabet	<i>In</i>
Fluently produce sounds of consonants (primary) and short vowels when given the letter	<i>All books</i>
Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)	<i>This Pack Is on Top</i>
Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels	<i>All books</i>
Read and spell approximately 200 CVC words	<i>All books</i>
Identify 75% of first 100 high-frequency words, including 25–30 irregular (trick words) such as <i>the, was, of</i>	<i>All books</i>

<p style="text-align: center;">Wilson Foundations Scope and Sequence Level K</p>	<p style="text-align: center;">Decodable Books Kindergarten</p>
<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Identify and name correct punctuation at the end of a sentence</p>	<p><i>In</i> <i>Tam and I See It</i> <i>Pat</i> <i>I Can Tap</i> <i>Tim</i> <i>This Cat</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>The Job of a Vet</i> <i>Zac and His Box</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i></p>
<p>Capitalize words at beginning of sentences and names of people</p>	<p><i>In</i> <i>Pat</i> <i>I Can Tap</i> <i>Tim</i> <i>This Cat</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>The Job of a Vet</i> <i>Zac and His Box</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence Level K</p>	<p style="text-align: center;">Decodable Books Kindergarten</p>
<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Name the author and illustrator of a story and define their roles</p>	<p><i>n/a</i></p>
<p>Explain narrative story structure including character, setting, and main events</p>	<p><i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>Pat</i> <i>I Can Tap</i> <i>Sam and I</i> <i>Tim</i> <i>This Cat</i> <i>The Big Pig</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>I Like to Be This Kid</i> <i>The Job of a Vet</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i> <i>What I Like</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence Level K</p>	<p style="text-align: center;">Decodable Books Kindergarten</p>
<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence</p>	<p><i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>Pat</i> <i>I Can Tap</i> <i>Sam and I</i> <i>Tim</i> <i>This Cat</i> <i>The Big Pig</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>I Like to Be This Kid</i> <i>The Job of a Vet</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i> <i>What I Like</i></p>
<p>Re-tell key details of narrative and informational text, using pictures or prompts as a guide</p>	<p><i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>Pat</i> <i>I Can Tap</i> <i>Sam and I</i> <i>Tim</i> <i>This Cat</i> <i>The Big Pig</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>I Like to Be This Kid</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence Level K</p>	<p style="text-align: center;">Decodable Books Kindergarten</p>
<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Re–tell key details of narrative and informational text, using pictures or prompts as a guide (<i>cont.</i>)</p>	<p><i>The Job of a Vet</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i> <i>What I Like</i></p>
<p>Identify characters, setting, and main events in a story, with pictures or other prompts</p>	<p><i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>Pat</i> <i>I Can Tap</i> <i>Sam and I</i> <i>Tim</i> <i>This Cat</i> <i>The Big Pig</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>I Like to Be This Kid</i> <i>The Job of a Vet</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i> <i>What I Like</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence Level K</p>	<p style="text-align: center;">Decodable Books Kindergarten</p>
<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Describe what happened in a story when given a specific illustration</p>	<p><i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>In</i> <i>I Can Tap</i> <i>Sam and I</i> <i>Tim</i> <i>This Cat</i> <i>The Big Pig</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>I Like to Be This Kid</i> <i>The Job of a Vet</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i> <i>What I Like</i></p>
<p>With prompts, compare and contrast the experiences of characters in two stories</p>	<p><i>This Cat</i></p>
<p>Explain difference between narrative and informational text</p>	<p><i>n/a</i></p>
<p>Echo-read a passage with correct phrasing and expression</p>	<p><i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>Pat</i> <i>I Can Tap</i> <i>Sam and I</i> <i>Pack the Pack</i> <i>Tim</i> <i>This Cat</i> <i>The Big Pig</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence Level K</p>	<p style="text-align: center;">Decodable Books Kindergarten</p>
<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Echo-read a passage with correct phrasing and expression (<i>cont.</i>)</p>	<p><i>This Pack Is on Top</i> <i>The Hat</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>I Like to Be This Kid</i> <i>The Job of a Vet</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i> <i>What I Like</i></p>
<p>Identify and explain new meanings for familiar words and newly taught words</p>	<p><i>In</i> <i>Tam and a Mat</i> <i>Pat</i> <i>I Can Tap</i> <i>Tim</i> <i>This Cat</i> <i>The Big Pig</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>The Job of a Vet</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i></p>

How *Decodable Books* Align to *Foundations* Level 1

Wilson <i>Foundations</i> Scope and Sequence — Level 1	<i>Decodable Books</i> Level 1
By the end of Level 1, students will be able to:	
Segment syllables into sounds (phonemes)—up to 5 sounds.	<i>All books</i>
Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters.	<i>All books</i>
Name and write corresponding letter(s) when given sound for consonants, consonant digraphs, and short and long vowels.	<i>Fun In Class</i> <i>A Fun Place</i> <i>Go on a Trip</i> <i>What Is It?</i> <i>The Jazz Club</i> <i>How to Get a Smile</i> <i>I Spy</i> <i>Judy and Her Secrets</i> <i>Made with Paint</i> <i>The Queen’s Peas</i> <i>Hero the Pilot</i> <i>Rice Farms</i> <i>The Boy and the Storm</i> <i>We Look for Hawks</i> <i>Mark and Joe</i> <i>Pets Back in Time</i> <i>What Kids Did</i>
Print all uppercase and lowercase letters.	<i>The King Who Sings</i> <i>No Small Mess</i> <i>Who Is It?</i> <i>June’s Plan</i> <i>Pets Back in Time</i>
Distinguish long and short vowel sounds.	<i>All books</i>
Name sounds for r-controlled vowels.	<i>June’s Plan</i> <i>Rice Farms</i> <i>The Boy and the Storm</i> <i>We Look for Hawks</i> <i>Mark and Joe</i> <i>Horse Play</i> <i>Pets Back in Time</i> <i>What Kids Did</i> <i>Time to Cook</i> <i>On the Farm</i>

<p style="text-align: center;">Wilson Foundations Scope and Sequence — Level 1</p>	<p style="text-align: center;">Decodable Books Level 1</p>
<p>By the end of Level 1, students will be able to:</p>	
<p>Name sounds for vowel digraphs and vowel diphthongs.</p>	<p><i>What Is It?</i> <i>The Jazz Club</i> <i>June’s Plan</i> <i>Made with Paint</i> <i>Old Joe Plants</i> <i>The Queen’s Peas</i> <i>Hero the Pilot</i> <i>Rice Farms</i> <i>The Boy and the Storm</i> <i>We Look for Hawks</i> <i>Mark and Joe</i> <i>Horse Play</i> <i>Pets Back in Time</i> <i>What Kids Did</i> <i>Time to Cook</i> <i>On the Farm</i></p>
<p>Read and spell the first 100 high frequency words, including irregular words.</p>	<p><i>All books</i></p>
<p>Identify word structures, such as blends, digraphs, base words, suffixes, syllable types (closed and vowel-consonant-e syllables).</p>	<p><i>All books</i></p>
<p>Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words.</p>	<p><i>All books</i></p>
<p>Read and spell compound words and other words with two-syllables by breaking them into syllables.</p>	<p><i>Our Kid Gym</i> <i>Gem and Meg Get Wet</i> <i>Moth Pals</i> <i>Fun In Class</i> <i>A Fun Place</i> <i>Go on a Trip</i> <i>What Is It?</i> <i>The Jazz Club</i> <i>How to Get a Smile</i> <i>Judy and Her Secrets</i> <i>June’s Plan</i> <i>Made with Paint</i> <i>Old Joe Plants</i> <i>The Queen’s Peas</i> <i>Hero the Pilot</i> <i>Rice Farms</i> <i>The Boy and the Storm</i> <i>We Look for Hawks</i> <i>Mark and Joe</i> <i>Horse Play</i> <i>Pets Back in Time</i> <i>What Kids Did</i> <i>Time to Cook</i> <i>On the Farm</i></p>

<p align="center">Wilson Foundations Scope and Sequence — Level 1</p>	<p align="center">Decodable Books Level 1</p>
<p>By the end of Level 1, students will be able to:</p> <p>Read and spell words with <i>-s</i>, <i>-es</i>, <i>-ed</i>, and <i>-ing</i> suffixes when added to non-changing base words.</p>	<p><i>Chats with Cats</i> <i>Why Is Chad Mad?</i> <i>No Small Mess</i> <i>Moth Pals</i> <i>Fun In Class</i> <i>A Fun Place</i> <i>Go on a Trip</i> <i>What Is It?</i> <i>The Jazz Club</i> <i>How to Get a Smile</i> <i>I Spy</i> <i>Judy and Her Secrets</i> <i>June’s Plan</i> <i>Made with Paint</i> <i>Old Joe Plants</i> <i>The Queen’s Peas</i> <i>Hero the Pilot</i> <i>Rice Farms</i> <i>The Boy and the Storm</i> <i>We Look for Hawks</i> <i>Mark and Joe</i> <i>Horse Play</i> <i>Pets Back in Time</i> <i>What Kids Did</i> <i>Time to Cook</i> <i>On the Farm</i></p>
<p>Apply correct punctuation (period, question mark, exclamation point).</p>	<p><i>All books</i></p>
<p>Apply capitalization rules for beginning sentences and names of people, places, and dates.</p>	<p><i>All books</i></p>
<p>Explain narrative story structure including character, setting, key details, and main events.</p>	<p><i>Pals</i> <i>Our Kid Gym</i> <i>Gem and Meg Get Wet</i> <i>Chats with Cats</i> <i>Why Is Chad Mad?</i> <i>No Small Mess</i> <i>Moth Pals</i> <i>Fun In Class</i> <i>Go on a Trip</i> <i>The Jazz Club</i> <i>Judy and Her Secrets</i> <i>June’s Plan</i> <i>The Queen’s Peas</i> <i>Hero the Pilot</i> <i>The Boy and the Storm</i> <i>On the Farm</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence — Level 1</p>	<p style="text-align: center;">Decodable Books Level 1</p>
<p>By the end of Level 1, students will be able to:</p>	
<p>Ask and answer questions about key details in a text.</p>	<p><i>Pals</i> <i>Our Kid Gym</i> <i>Gem and Meg Get Wet</i> <i>Chats with Cats</i> <i>Why Is Chad Mad?</i> <i>No Small Mess</i> <i>Moth Pals</i> <i>Fun In Class</i> <i>Go on a Trip</i> <i>The Jazz Club</i> <i>How to Get a Smile</i> <i>Judy and Her Secrets</i> <i>June’s Plan</i> <i>Made with Paint</i> <i>Hero the Pilot</i> <i>The Boy and the Storm</i> <i>What Kids Did</i> <i>On the Farm</i></p>
<p>Identify the main topic and retell key details.</p>	<p><i>Made with Paint</i> <i>Rice Farms</i></p>
<p>Identify and explain new meanings for familiar words and newly taught words.</p>	<p><i>Gem and Meg Get Wet</i> <i>Old Joe Plants</i> <i>Mark and Joe</i> <i>On the Farm</i></p>
<p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><i>The King Who Sings</i> <i>No Small Mess</i> <i>Who Is It?</i> <i>June’s Plan</i> <i>Pets Back in Time</i></p>
<p>Identify frequently occurring root words and their inflectional forms.</p>	<p><i>I Spy</i> <i>Horse Play</i> <i>Pets Back in Time</i> <i>What Kids Did</i></p>
<p>Sort words into categories and define by category to gain a sense of the concept the category represents.</p>	<p><i>Gem and Meg Get Wet</i> <i>The King Who Sings</i></p>
<p>Read controlled stories with fluency, expression, and understanding.</p>	<p><i>All books</i></p>

How *Decodable Books* Align to *Foundations* Level 2

<p style="text-align: center;">Wilson <i>Foundations</i> Scope and Sequence — Level 2</p>	<p style="text-align: center;"><i>Decodable Books</i> Level 2</p>
<p>By the end of Level 2, students will be able to:</p>	
<p>Segment syllables into sounds (phonemes)—up to 6 sounds.</p>	<p><i>All books</i></p>
<p>Identify word structures, such as vowels, consonants, blends, digraphs, and digraph blends.</p>	<p><i>All books</i></p>
<p>Identify parts of words (syllables, base words, suffixes).</p>	<p><i>The Pink Mink</i> <i>The Duck Ball</i> <i>The Gruff Troll</i> <i>The Smiths’ Farm</i> <i>Jeff Camps</i> <i>All about Ants</i> <i>Daisy’s Day</i> <i>Rudy, the Hero in a Cape</i> <i>Places Close By</i> <i>The Car Pool</i> <i>The Fourth Chair</i> <i>The March Fair</i> <i>In the Garden</i> <i>At the Zoo</i> <i>The Garden House</i> <i>Our House</i> <i>I Am a Scout!</i> <i>Best Day Ever</i> <i>Make the Team</i> <i>Birthday Presents</i> <i>Miss Missy and Her Circus</i> <i>Something New</i> <i>White House Pets</i> <i>Recycling with Kate</i> <i>Scholarly Jim</i> <i>The City of Roses</i> <i>Who Did It?</i></p>
<p>Identify all six syllable types: closed, vowel-consonant-<i>e</i>, open, <i>r</i>-controlled, vowel digraph/diphthong, consonant -<i>le</i>.</p>	<p><i>All books</i></p>
<p>Read and spell words with short vowels.</p>	<p><i>All books</i></p>
<p>Read and spell words with long vowels in vowel-consonant-<i>e</i> and open syllables.</p>	<p><i>All books</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence — Level 2</p>	<p style="text-align: center;">Decodable Books Level 2</p>
<p>By the end of Level 2, students will be able to:</p>	
<p>Read and spell words with <i>r</i>-controlled vowels (ar, er, ir, or, ur).</p>	<p><i>The Hot Day</i> <i>Phil Finds Food</i> <i>The Duck Ball</i> <i>The Gruff Troll</i> <i>The Smiths’ Farm</i> <i>Chalk Pictures</i> <i>Jeff Camps</i> <i>Rudy, the Hero in a Cape</i> <i>Places Close By</i> <i>The Car Pool</i> <i>The Fourth Chair</i> <i>The March Fair</i> <i>In the Garden</i> <i>At the Zoo</i> <i>The Garden House</i> <i>Our House</i> <i>I Am a Scout!</i> <i>Best Day Ever</i> <i>Make the Team</i> <i>Birthday Presents</i> <i>Miss Missy and Her Circus</i> <i>Something New</i> <i>White House Pets</i> <i>Recycling with Kate</i> <i>Scholarly Jim</i> <i>The City of Roses</i> <i>Who Did It?</i></p>
<p>Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw).</p>	<p><i>The Hot Day</i> <i>Phil Finds Food</i> <i>The Duck Ball</i> <i>The Gruff Troll</i> <i>Chalk Pictures</i> <i>Jeff Camps</i> <i>Daisy’s Day</i> <i>Places Close By</i> <i>The Car Pool</i> <i>The Fourth Chair</i> <i>The March Fair</i> <i>In the Garden</i> <i>At the Zoo</i> <i>The Garden House</i> <i>Our House</i> <i>I Am a Scout!</i> <i>Best Day Ever</i> <i>Make the Team</i> <i>Birthday Presents</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence — Level 2</p>	<p style="text-align: center;">Decodable Books Level 2</p>
<p>By the end of Level 2, students will be able to:</p>	
<p>Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). <i>(cont.)</i></p>	<p><i>Miss Missy and Her Circus</i> <i>Something New</i> <i>White House Pets</i> <i>Recycling with Kate</i> <i>Scholarly Jim</i> <i>The City of Roses</i> <i>Who Did It?</i></p>
<p>Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive).</p>	<p><i>Jeff Camps</i> <i>Places Close By</i> <i>The Garden House</i></p>
<p>Read and spell words with suffixes (-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty).</p>	<p><i>The Pink Mink</i> <i>The Duck Ball</i> <i>The Gruff Troll</i> <i>The Smiths’ Farm</i> <i>Chalk Pictures</i> <i>Jeff Camps</i> <i>Daisy’s Day</i> <i>Rudy, the Hero in a Cape</i> <i>Places Close By</i> <i>The Car Pool</i> <i>The Fourth Chair</i> <i>The March Fair</i> <i>In the Garden</i> <i>At the Zoo</i> <i>The Garden House</i> <i>Our House</i> <i>I Am a Scout!</i> <i>Best Day Ever</i> <i>Make the Team</i> <i>Birthday Presents</i> <i>Miss Missy and Her Circus</i> <i>Something New</i> <i>White House Pets</i> <i>Recycling with Kate</i> <i>Scholarly Jim</i> <i>The City of Roses</i> <i>Who Did It?</i></p>
<p>Read and spell words with common prefixes (<i>un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-</i>).</p>	<p><i>White House Pets</i> <i>Recycling with Kate</i> <i>Scholarly Jim</i> <i>Who Did It?</i></p>
<p>Read and spell phonetically regular one-, two-, and three-syllable words.</p>	<p><i>All books</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence — Level 2</p>	<p style="text-align: center;">Decodable Books Level 2</p>
<p>By the end of Level 2, students will be able to:</p>	
<p>Identify words with inconsistent but common spelling-sound correspondences.</p>	<p><i>The Duck Ball</i> <i>Chalk Pictures</i> <i>All about Ants</i> <i>Rudy, the Hero in a Cape</i> <i>The Fourth Chair</i> <i>The March Fair</i> <i>At the Zoo</i> <i>Make the Team</i></p>
<p>Read and spell the first 200 high frequency words, including irregular words.</p>	<p><i>All books</i></p>
<p>Divide multisyllabic words.</p>	<p><i>Phil Finds Food</i> <i>The Duck Ball</i> <i>The Gruff Troll</i> <i>The Smiths' Farm</i> <i>Chalk Pictures</i> <i>Jeff Camps</i> <i>All about Ants</i> <i>Daisy's Day</i> <i>Rudy, the Hero in a Cape</i> <i>Places Close By</i> <i>The Car Pool</i> <i>The Fourth Chair</i> <i>The March Fair</i> <i>In the Garden</i> <i>At the Zoo</i> <i>The Garden House</i> <i>Our House</i> <i>I Am a Scout!</i> <i>Best Day Ever</i> <i>Make the Team</i> <i>Birthday Presents</i> <i>Miss Missy ad Her Circus</i> <i>Something New</i> <i>White House Pets</i> <i>Recycling with Kate</i> <i>Scholarly Jim</i> <i>The City of Roses</i> <i>Who Did It?</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence — Level 2</p>	<p style="text-align: center;">Decodable Books Level 2</p>
<p>By the end of Level 2, students will be able to:</p>	
<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><i>Phil Finds Food</i> <i>The Smiths’ Farm</i> <i>Jeff Camps</i> <i>All about Ants</i> <i>The Car Pool</i> <i>The Fourth Chair</i> <i>The March Fair</i> <i>In the Garden</i> <i>At the Zoo</i> <i>The Garden House</i> <i>I Am a Scout!</i> <i>Best Day Ever</i> <i>Birthday Presents</i> <i>Miss Missy and Her Circus</i> <i>Something New</i> <i>White House Pets</i> <i>Recycling with Kate</i> <i>The City of Roses</i> <i>Who Did It?</i></p>
<p>Use synonyms.</p>	<p><i>The Pink Mink</i> <i>The Duck Ball</i></p>
<p>Know multiple meaning words.</p>	<p><i>The Pink Mink</i> <i>The Duck Ball</i> <i>Daisy’s Day</i> <i>Scholarly Jim</i></p>
<p>Apply correct punctuation (period, question mark, exclamation point).</p>	<p><i>All books</i></p>
<p>Apply capitalization rules for beginning of sentences and names of people.</p>	<p><i>All books</i></p>
<p>Read controlled stories with fluency, expression, and understanding.</p>	<p><i>All books</i></p>
<p>Read approximately 90 words per minute with fluency and understanding.</p>	<p><i>All books</i></p>
<p>Retell and locate details in short narrative stories, recounting key ideas and details.</p>	<p><i>The Hot Day</i> <i>Phil Finds Food</i> <i>The Duck Ball</i> <i>The Gruff Troll</i> <i>The Smiths’ Farm</i> <i>Chalk Pictures</i> <i>Jeff Camps</i> <i>Rudy, the Hero in a Cape</i> <i>The Car Pool</i> <i>The Fourth Chair</i> <i>The March Fair</i> <i>In the Garden</i> <i>At the Zoo</i> <i>The Garden House</i> <i>Our House</i></p>

<p style="text-align: center;">Wilson Foundations Scope and Sequence — Level 2</p>	<p style="text-align: center;">Decodable Books Level 2</p>
<p>By the end of Level 2, students will be able to:</p>	
<p>Retell and locate details in short narrative stories, recounting key ideas and details. <i>(cont.)</i></p>	<p><i>I Am a Scout!</i> <i>Best Day Ever</i> <i>Make the Team</i> <i>Birthday Presents</i> <i>Miss Missy and Her Circus</i> <i>Something New</i> <i>Recycling with Kate</i> <i>Scholarly Jim</i> <i>The City of Roses</i> <i>Who Did It?</i></p>
<p>Retell and locate facts and details from informational text.</p>	<p><i>All About Ants</i> <i>Places Close By</i> <i>White House Pets</i></p>
<p>Make judgements and predictions from given facts.</p>	<p><i>Chalk Pictures</i> <i>Daisy's Day</i> <i>The Car Pool</i> <i>The Fourth Chair</i></p>
<p>Determine the meaning of a new word when a prefix is added to a known word.</p>	<p><i>White House Pets</i> <i>Recycling with Kate</i> <i>Scholarly Jim</i></p>
<p>Use knowledge of the meaning of individual words to predict the meaning of a compound word.</p>	<p><i>Make the Team</i> <i>Something New</i></p>