| Phonics First Introduced in Each Step |  |  |  |
| :---: | :---: | :---: | :---: |
| DOG ON A LOG Pup Books (Pre-Readers) |  |  | Comments |
| Pre-Reader Book 1 <br> Phonological/Phonemic Awareness: | Date Taught | Date Mastered |  |
|  |  |  |  |
| - Words |  |  |  |
| - Rhyming |  |  |  |
| - Syllables: |  |  |  |
| identification |  |  |  |
| blending |  |  |  |
| segmenting |  |  |  |
| - Identifying individual letter sounds |  |  |  |
|  |  |  |  |
|  | Date Taught | Date Mastered | Comments |
| Pre-Reader Books 2-3 Phonemic Awareness/Phonics |  |  |  |
| - Consonants, primary sounds |  |  |  |
| - Short vowels |  |  |  |
| The letters are introduced in the following groups: |  |  |  |
| ( $\mathrm{a}, \mathrm{s}, \mathrm{m}, \mathrm{f}, \mathrm{t}, \mathrm{n}$ ) |  |  |  |
| (r, d, c, g) |  |  |  |
| (o) |  |  |  |
| (b, h, I, x) |  |  |  |
| (i, p, k, j) |  |  |  |
| (u, y, z, qu) |  |  |  |
| (e, v, w) |  |  |  |
| - Blending |  |  |  |
| - Introduction to sight words |  |  |  |


| Student Name |  |  |  |
| :---: | :---: | :---: | :---: |
| DOG ON A LOG Decodable Books |  |  |  |
| Step 1 |  |  |  |
|  |  |  |  |
| Consonants, primary sounds |  |  |  |
| - Short vowels |  |  |  |
| - Digraphs: ch, sh, th, wh, ck |  |  |  |
| ch |  |  |  |
| sh |  |  |  |
| th (thin, bath) |  |  |  |
| th (that, them) |  |  |  |
| wh |  |  |  |
| -ck |  |  |  |
| - 2 sound words |  |  |  |
| - 3 sound words |  |  |  |
| - Possessive 's |  |  |  |
| - Closed Syllables |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| - Bonus letters (f, l, s, z after short vowel) |  |  |  |
| ff |  |  |  |
| II |  |  |  |
| ss |  |  |  |
| zz |  |  |  |
| $\begin{aligned} & -\quad \text { "all" } \\ & \hline- \text {-s suffix } \end{aligned}$ |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Step 3 | Date Taught | Date Mastered | Comments |
|  |  |  |  |
| - Letter Buddies: |  |  |  |
| ang |  |  |  |
| ing |  |  |  |
| ong |  |  |  |
| ung |  |  |  |
| ank |  |  |  |
| ink |  |  |  |
| onk |  |  |  |
| unk |  |  |  |

Student Name

Step 4

- Consonant blends to make 4 sound words
- 3 sound words ending in -lk, -sk


| Student Name |  |  |  |
| :---: | :---: | :---: | :---: |
|  | Date Taught | Date Mastered | Comments |
| Step 9 |  |  |  |
| - Two-syllable words with all previously introduced sounds including blends, exception words, and silent "e" (blacksmith, kindness, inside) |  |  |  |
| - Vowel digraphs: |  |  |  |
| ai |  |  |  |
| ay |  |  |  |
| ea |  |  |  |
| ee |  |  |  |
| ie |  |  |  |
| oa |  |  |  |
| oe |  |  |  |
| - Double vowel syllables |  |  |  |
|  |  |  |  |
|  | Date Taught | Date Mastered | Comments |
| Step 10 |  |  |  |
| - Open syllables (be, so, hi) |  |  |  |
| - "Y" as a vowel with the long "I" sound in open syllables (my, spry) |  |  |  |
| - Two-syllable words containing: |  |  |  |
| o Open syllables (beside, rerun) |  |  |  |
| o Vowel teams ai, ay, ea, ee, ie, oa, oe (raindrop) |  |  |  |
| o Previously learned sight words (somewhere) |  |  |  |

