This chart is based on customary placement in reading and spelling curricula. There is no one accepted scope and sequence in the field. Grade levels for reading and spelling are approximate and will vary in appropriateness according to students’ achievement levels. The progression is intended to move gradually from simple to more complex linguistic constructions.

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| **Consistent Phoneme-Grapheme Correspondences**  |
| **Grapheme Type**  | **For Reading**  | **For Spelling**  | **Examples**  |
| Predictable consonants: *m*, *s*, *t*, *l*; *p*, *f*, *c* (/k/), *n*; *b*, *r*, *j*, *k*; *v*, *g* (/g/), *w*, *d*; *h*, *y*, *z*, *x*  | K  | K  | him, napkin  |
| Predictable short vowels: /a ̆/, /ı ̆/, /o ̆/, /u ̆ /, /e ̆/ spelled with *a*, *i*, *o*, *u*, *e*  | K  | K–1  | wet, picnic  |
| Long vowel sounds associated with single letters *a*, *e*, *i*, *o*, *u*; open syllables in one-syllable words  | K  | K–1  | me, he, we, be, so, no, hi  |
| Consonant digraphs: *sh*, *ch*, *wh*, *th*, *ng*  | K–1  | 1  | chin, fish, then  |
| Two-consonant blends: *qu*, *st*, *sm*, *sn*, -*st*, -*ft*, -*lp*; *sr*, *sl*, *cr*, *cl*, *tr*, *dr*, etc.  | 1  | 1–2  | dragon, slaps  |
| Three-consonant blends and blends with digraphs: *squ*, *str*, *scr*, *thr*, *shr*  | 2  | 2–3  | strong, scrape  |
| **Variable, More Challenging Phoneme-Grapheme Correspondences**  |
| **Grapheme Type**  | **For Reading**  | **For Spelling**  | **Examples**  |
| Single consonants: /s/ 􏰌 *c*, *s*; /z/ 􏰌 *s*, *z*; /k/ 􏰌 *k*, *c*, -*ck* after a short vowel; /g/ 􏰌 *j*, *g*  | 1  | 1–2  | result, cent, rock  |
| Hard and soft *c* and *g* alternation, across a larger body of words  | 1  | 2–3  | carry, center; girl, gentle  |
| Final consonant blends with nasals: *nt*, *nd*, *mp*, *nk*  | 1  | 2–3  | sink, sank, sunk; dump, tent  |
| VCe long vowel pattern in single-syllable words  | 1  | 1  | wage, theme, fine, doze, cute/rude  |
| Vowel teams for long vowel sounds, most common: *ee*, *ea*; *ai*, *ay*; *oa*, *ow*, *oe*; *igh*  | 1  | 2  | seek, meat, snow, boat, toe, stay, mail, fight  |
| Vowel-r combinations, single syllables: *er*, *ar*, *or*, *ir*, *ur*  | 1  | 2  | port, bird, turn, her  |
| Digraphs *ph* (/f/), *gh* (/f/), *ch* (/k/ and /sh/)  | 2  | 2–3  | phone, cough, school, machine  |
| Trigraphs *-tch* (/ch/), *-dge* (/j/)  | 2  | 2–3  | switch, judge  |
| Other vowel-r combinations: *are*, *air*, *our*, *ore*, *ear*, *eer*, *ure*, etc.  | 2  | 2–3  | hare, hair; for, four, fore; bear, heart  |
| Diphthongs and vowels /aw/ and /oo/: *oi*, *oy*; *ou*, *ow*; *au*, *aw*; *oo*, *u*  | 1–2  | 2–3  | toil, boyfriend, bout, tower, audio, claws, took, put  |
| All jobs of *y* (as consonant /y/; as /ı ̄/ on ends of one-syllable words like *cry*; as /e ̄/ on ends of multisyllabic words like *baby*; as /ı ̆/ in a few words like *gym*, *myth*)  | 1  | 2  | yellow, try, candy, gym  |
| Silent letter combinations, Anglo-Saxon words  | 2  | 3  | knew, calm, comb, ghost, write  |
| The -*ild*, -*ost*, -*old*, -*olt*, -*ind* pattern  | 2  | 2  | wild, most, cold, find  |
| Irregular spellings of high-frequency words  | K–3  | K–3  | they, enough, of, been, were, said, there  |
| **Six Syllable Types and Oddities in Multisyllabic Words**  |
| **Syllable Type**  | **For Reading**  | **For Spelling**  | **Examples**  |
| Closed: short vowel ending with consonant  | 1  | 2  | sister, Sep – tember  |
| Open: long vowel, no consonant ending  | 1  | 2  | robot, behind, music  |
| Vowel-consonant-e (VCe), long vowel sound  | 2  | 2  | compete, suppose  |
| Vowel-r combinations  | 2  | 2  | por – ter, hurdle  |
| Vowel teams: long, short, and diphthong vowels  | 2  | 3  | meatloaf, neighbor, Toyland  |
| Consonant-le (Cle), final syllables  | 2  | 3  | eagle, stubble  |
| Multisyllabic word construction and division principles: VC/CV, V/CV, VC/V, CV/VC  | 2–3  | 3  | com – mit – ment, e – vent, ev – er – y, po – et  |
| Oddities and schwa  | 2  | 3 and up  | active, atomic, nation  |

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| **Orthographic Rules and Generalizations**  |
| **Rule/Principle**  | **For Reading**  | **For Spelling**  | **Examples**  |
| No word ends in *v* or *j*  | 1  | 2–3  | have, love, move; wage, huge, ridge, dodge  |
| Floss rule (*f*, *l*, *s* doubling)  | 1  | 1  | stuff, well, miss, jazz  |
| Consonant doubling rule for suffix addition  | 1  | 2–3  | beginning  |
| Drop silent *e* for suffix addition  | 1  | 2–3  | scared, likable  |
| Change *y* to *i* for suffix addition  | 1  | 2–3  | studying, cried, candied  |
| **Other Aspects of Orthography**  |
| Homophones  | 2  | 2–3  | to, two, too  |
| Contractions with *am*, *is*, *has*, *not*  | 1  | 2  | I’m, he’s, she’s, isn’t, don’t  |
| Contractions with *have*, *would*, *will*  | 2  | 3  | I’ve, he’d, they’ll  |
| Possessives and plurals  | 1–3  | 1–3 and up  | house’s, houses, houses’; it’s, its; hers, theirs  |
| **Basic Morphology (Anglo-Saxon and Latin)**  |
| **Morpheme Construction**  | **For Reading**  | **For Spelling**  | **Examples**  |
| Compounds  | 1  | 2  | sunshine, breakfast, fifty-one  |
| Inflectional suffixes: inflectional suffix on single-syllable base words with no spelling change (e.g., *help*, *helps*, *helped*, *helping*)  | 1  | 1–2  | walks, walking, walked; wanted, dogs, wishes; redder, reddest  |
| Inflectional suffixes: inflectional suffix on single-syllable base words with spelling change  | 1–2  | 2–3  | caring, loved, cries  |
| Irregular past tense and plurals  | 1–3  | 1–3  | ran, went, bent, left, sold; wolf, wolves; shelf, shelves  |
| Common prefixes  | 1  | 2  | un-, dis-, in-, re-, pre-, mis-, non-, ex-  |
| Less common prefixes  | 2  | 3 and up  | fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-  |
| Common derivational suffixes  | 2  | 2–3  | -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or , -en  |
| Common Latin roots  | 3  | 3 and up  | port, form, ject, spect, dict, tend, fer  |