

Grades K–2 Phonics Scope and Sequence Matters





Grade K Scope & Sequence

UNIT 1: All About Me

WEEK	CONCEPTS OF PRINT	LETTER RECOGNITION	PHONOLOGICAL AWARENESS	PHONICS	LETTER FORMATION
1	<ul style="list-style-type: none"> Names Distinguish Pictures from Words Environmental Print 	<ul style="list-style-type: none"> Alphabet Sequence <i>Mm, Tt</i> 	<ul style="list-style-type: none"> Count Words in Sentences Recognize Letter Sounds Recognize Rhyme 	<ul style="list-style-type: none"> <i>Mm, Tt</i> 	<ul style="list-style-type: none"> <i>Mm, Tt</i>
2	<ul style="list-style-type: none"> Book Front and Back Concept of Word 	<ul style="list-style-type: none"> <i>Aa, Mm, Tt</i> 	<ul style="list-style-type: none"> Count and Say Syllables Recognize Letter Sounds Produce Rhyme 	<ul style="list-style-type: none"> <i>Aa</i> 	<ul style="list-style-type: none"> <i>Aa</i>
3	<ul style="list-style-type: none"> Title Page Spaces Between Words 	<ul style="list-style-type: none"> <i>Aa, Bb, Mm, Ss, Tt</i> 	<ul style="list-style-type: none"> Count and Say Syllables Recognize Letter Sounds Recognize Alliteration 	<ul style="list-style-type: none"> <i>Ss, Bb</i> 	<ul style="list-style-type: none"> <i>Ss, Bb</i>
4	<ul style="list-style-type: none"> Start at the Top Move Left to Right 	<ul style="list-style-type: none"> <i>Aa, Bb, Ii, Mm, Ss, Tt</i> 	<ul style="list-style-type: none"> Blend Syllables Recognize Letter Sounds Produce Alliteration 	<ul style="list-style-type: none"> <i>Ii</i> 	<ul style="list-style-type: none"> <i>Ii</i>
5	<ul style="list-style-type: none"> Top to Bottom/Return Sweep Match Uppercase and Lowercase 	<ul style="list-style-type: none"> <i>Aa, Bb, Ff, Hh, Ii, Mm, Ss, Tt</i> 	<ul style="list-style-type: none"> Segment Syllables Recognize Letter Sounds Blend Onset and Rime 	<ul style="list-style-type: none"> <i>Ff, Hh</i> 	<ul style="list-style-type: none"> <i>Ff, Hh</i>



Grade K Scope & Sequence *continued*

UNIT 2: Express Yourself					
WEEK	CONCEPTS OF PRINT	LETTER RECOGNITION	PHONOLOGICAL AWARENESS	PHONICS	LETTER FORMATION
6	<ul style="list-style-type: none"> Distinguish Words from Sentences Letters and Numbers 	<ul style="list-style-type: none"> <i>Aa, Bb, Cc, Ff, Hh, Ii, Mm, Pp, Ss, Tt</i> 	<ul style="list-style-type: none"> Blend Syllables Recognize Letter Sounds Segment Onset and Rime 	<ul style="list-style-type: none"> <i>Pp, Cc</i> 	<ul style="list-style-type: none"> <i>Pp, Cc</i>
7	<ul style="list-style-type: none"> Read Page by Page Match Print to Speech 	<ul style="list-style-type: none"> <i>Aa, Bb, Cc, Ff, Hh, Ii, Mm, Oo, Pp, Ss, Tt</i> 	<ul style="list-style-type: none"> Segment Syllables Recognize Letter Sounds Blend Onset and Rime 	<ul style="list-style-type: none"> <i>Oo</i> 	<ul style="list-style-type: none"> <i>Oo</i>
8	<ul style="list-style-type: none"> First Part, Last Part Letter Sequence in Words 	<ul style="list-style-type: none"> <i>Aa, Bb, Cc, Ff, Hh, Ii, Kk, Mm, Nn, Oo, Pp, Ss, Tt</i> 	<ul style="list-style-type: none"> Delete Syllables Recognize Letter Sounds Segment Onset and Rime 	<ul style="list-style-type: none"> <i>Kk, Nn</i> 	<ul style="list-style-type: none"> <i>Kk, Nn</i>
9	<ul style="list-style-type: none"> Pictures Support Meaning Word-by-Word Pointing 	<ul style="list-style-type: none"> <i>Aa, Bb, Cc, Dd, Ff, Hh, Ii, Kk, Mm, Nn, Oo, Pp, Rr, Ss, Tt</i> 	<ul style="list-style-type: none"> Blend Syllables Recognize Letter Sounds Blend Onset and Rime Segment Onset and Rime 	<ul style="list-style-type: none"> <i>Rr, Dd</i> 	<ul style="list-style-type: none"> <i>Rr, Dd</i>
10	<ul style="list-style-type: none"> Identifying a Word Distinguish Letters from Words 	<ul style="list-style-type: none"> <i>Aa, Bb, Cc, Dd, Ee, Ff, Hh, Ii, Kk, Mm, Nn, Oo, Pp, Rr, Ss, Tt</i> 	<ul style="list-style-type: none"> Blend Onset and Rime Recognize Letter Sounds Segment Onset and Rime 	<ul style="list-style-type: none"> <i>Ee</i> 	<ul style="list-style-type: none"> <i>Ee</i>



Grade K Scope & Sequence *continued*

UNIT 3: Leaves, Wings, and Furry Things

WEEK	REVIEW CONCEPTS OF PRINT	LETTER RECOGNITION	PHONOLOGICAL AWARENESS	PHONICS	LETTER FORMATION	HIGH-FREQUENCY WORDS
11	<ul style="list-style-type: none"> • Concept of Word • Distinguish Pictures from Words • Match Print to Speech • Spaces Between Words 	<ul style="list-style-type: none"> • Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt 	<ul style="list-style-type: none"> • Segment Onset and Rime • Isolate Phonemes (Initial) • Blend Onset and Rime 	<ul style="list-style-type: none"> • Ll, Gg 	<ul style="list-style-type: none"> • Ll, Gg 	<ul style="list-style-type: none"> • the, a
12	<ul style="list-style-type: none"> • Start at the Top • Move Left to Right • Pictures Support Meaning • Top to Bottom 	<ul style="list-style-type: none"> • Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Ww 	<ul style="list-style-type: none"> • Segment Onset and Rime • Isolate Phonemes (Initial) • Identify Phonemes (Initial) 	<ul style="list-style-type: none"> • Jj, Ww 	<ul style="list-style-type: none"> • Jj, Ww 	<ul style="list-style-type: none"> • I, like
13	<ul style="list-style-type: none"> • Letter Sequence in Words • Read Page by Page • Identifying a Word • Distinguish Letters from Words 	<ul style="list-style-type: none"> • Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Uu, Ww 	<ul style="list-style-type: none"> • Blend Onset and Rime • Isolate Phonemes (Initial, Medial) • Segment Onset and Rime • Identify Phonemes (Medial) 	<ul style="list-style-type: none"> • Uu 	<ul style="list-style-type: none"> • Uu 	<ul style="list-style-type: none"> • and, to
14	<ul style="list-style-type: none"> • First Part, Last Part • Word-by-Word Pointing • Pictures Support Meaning • Spaces Between Words 	<ul style="list-style-type: none"> • Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Ww, Zz 	<ul style="list-style-type: none"> • Segment Onset and Rime • Isolate Phonemes (Initial, Final) • Identify Phonemes (Initial, Final) 	<ul style="list-style-type: none"> • Qq, Zz 	<ul style="list-style-type: none"> • Qq(qu), Zz 	<ul style="list-style-type: none"> • is, make
15	<ul style="list-style-type: none"> • Text Directionality • Sentences 	<ul style="list-style-type: none"> • Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz 	<ul style="list-style-type: none"> • Segment Onset and Rime • Isolate Phonemes (Initial, Final) • Identify Phonemes (Initial, Final) 	<ul style="list-style-type: none"> • Vv, Xx, Yy 	<ul style="list-style-type: none"> • Vv, Xx, Yy 	<ul style="list-style-type: none"> • for, you



Grade K Scope & Sequence *continued*

UNIT 4: In My Community						
WEEK	PHONOLOGICAL AWARENESS	PHONICS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
16	<ul style="list-style-type: none"> Segment Onset and Rime Identify Phonemes (Medial) Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> Blend Phonemes Segment Phonemes 	<ul style="list-style-type: none"> Short <i>a</i> 	<ul style="list-style-type: none"> Words with Short <i>a</i> 	<ul style="list-style-type: none"> <i>he, she</i> 	<ul style="list-style-type: none"> Accuracy: Read Out Loud
17	<ul style="list-style-type: none"> Blend Onset and Rime Identify Phonemes (Medial) Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> Segment Phonemes Blend Phonemes 	<ul style="list-style-type: none"> Short <i>i</i> 	<ul style="list-style-type: none"> Words with Short <i>i</i> 	<ul style="list-style-type: none"> <i>some, that</i> 	<ul style="list-style-type: none"> Accuracy: Read More Slowly
18	<ul style="list-style-type: none"> Blend Onset and Rime Identify Phonemes (Medial) Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> Segment Onset and Rime Segment Phonemes Blend Phonemes 	<ul style="list-style-type: none"> Short <i>o</i> 	<ul style="list-style-type: none"> Words with Short <i>o</i> 	<ul style="list-style-type: none"> <i>of, they</i> 	<ul style="list-style-type: none"> Accuracy: Confirm and Correct Word Recognition
19	<ul style="list-style-type: none"> Segment Onset and Rime Identify Phonemes (Medial) Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> Segment Onset and Rime Segment Phonemes Blend Phonemes 	<ul style="list-style-type: none"> Short <i>e</i> 	<ul style="list-style-type: none"> Words with Short <i>e</i> 	<ul style="list-style-type: none"> <i>his, was</i> 	<ul style="list-style-type: none"> Accuracy: Read Out Loud
20	<ul style="list-style-type: none"> Blend Onset and Rime Identify Phonemes (Medial) Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> Segment Onset and Rime Segment Phonemes Blend Phonemes 	<ul style="list-style-type: none"> Short <i>u</i> 	<ul style="list-style-type: none"> Words with Short <i>u</i> 	<ul style="list-style-type: none"> <i>her, when</i> 	<ul style="list-style-type: none"> Accuracy: Read More Slowly

ball
go
see
swim



Grade K Scope & Sequence *continued*

UNIT 5: Stories About . . .						
WEEK	PHONOLOGICAL AWARENESS	PHONICS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
21	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Segment Phonemes Identify Phonemes 	<ul style="list-style-type: none"> Digraph -ck 	<ul style="list-style-type: none"> Words with -ck 	<ul style="list-style-type: none"> <i>are, have, one, with</i> 	<ul style="list-style-type: none"> Accuracy: Confirm and Correct Word Recognition
22	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes (Final) Substitute Phonemes 	<ul style="list-style-type: none"> Segment Phonemes Identify Phonemes 	<ul style="list-style-type: none"> Final -ss, -ll, -ff, -zz 	<ul style="list-style-type: none"> Words with -ss, -ll, -ff, -zz 	<ul style="list-style-type: none"> <i>be, no, so, we</i> 	<ul style="list-style-type: none"> Accuracy: Read Out Loud
23	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes (Medial) Segment Phonemes Delete Phonemes (Final) 	<ul style="list-style-type: none"> Add Phonemes (Final) Substitute Phonemes (Initial, Final) 	<ul style="list-style-type: none"> Long a: a_e 	<ul style="list-style-type: none"> Words with Long a: a_e 	<ul style="list-style-type: none"> <i>from, or, there, this</i> 	<ul style="list-style-type: none"> Accuracy: Read More Slowly
24	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes (Medial) Segment Phonemes 	<ul style="list-style-type: none"> Delete Phonemes (Final) Add Phonemes (Final) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long i: i_e 	<ul style="list-style-type: none"> Words with Long i: i_e 	<ul style="list-style-type: none"> <i>about, by, my, out</i> 	<ul style="list-style-type: none"> Accuracy: Confirm and Correct Word Recognition
25	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes Segment Phonemes 	<ul style="list-style-type: none"> Delete Phonemes (Final) Add Phonemes (Initial, Final) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long o: o_e 	<ul style="list-style-type: none"> Words with Long o: o_e 	<ul style="list-style-type: none"> <i>could, said, what, would</i> 	<ul style="list-style-type: none"> Accuracy: Read Out Loud

**had
made
town
water**



Grade K Scope & Sequence *continued*

UNIT 6: What's the Weather?						
WEEK	PHONOLOGICAL AWARENESS	PHONICS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
26	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes (Initial, Medial) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Identify Phonemes (Medial) Segment Phonemes 	<ul style="list-style-type: none"> Long <i>u</i>: <i>u_e</i> 	<ul style="list-style-type: none"> Words with Long <i>u</i>: <i>u_e</i> 	<ul style="list-style-type: none"> <i>as, has, their, were</i> 	<ul style="list-style-type: none"> Accuracy: Read More Slowly
27	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes (Initial, Medial) Segment Phonemes 	<ul style="list-style-type: none"> Delete Phonemes (Initial, Final) Add Phonemes (Initial, Final) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long <i>e</i>: <i>ee, e_e</i> 	<ul style="list-style-type: none"> Words with Long <i>e</i>: <i>ee, e_e</i> 	<ul style="list-style-type: none"> <i>do, into, very, who</i> 	<ul style="list-style-type: none"> Accuracy: Confirm and Correct Word Recognition
28	<ul style="list-style-type: none"> Blend Onset and Rime Identify Phonemes (Medial) Isolate Phonemes (Medial) 		<ul style="list-style-type: none"> Review Short and Long <i>a</i>; Review Short and Long <i>i</i> 	<ul style="list-style-type: none"> Words with Short and Long <i>a</i>; Short and Long <i>i</i> 	<ul style="list-style-type: none"> <i>more, other, people, your</i> 	<ul style="list-style-type: none"> Accuracy: Read Out Loud
29	<ul style="list-style-type: none"> Substitute Phonemes (Initial, Final) Isolate Phonemes (Medial) Identify Phonemes (Medial) 		<ul style="list-style-type: none"> Review Short and Long <i>o</i>; Review Short and Long <i>u</i> 	<ul style="list-style-type: none"> Words with Short and Long <i>o</i>; Short and Long <i>u</i> 	<ul style="list-style-type: none"> <i>all, also, call, many</i> 	<ul style="list-style-type: none"> Accuracy: Read More Slowly
30	<ul style="list-style-type: none"> Substitute Phonemes Isolate Phonemes (Medial) Identify Phonemes (Medial) 	<ul style="list-style-type: none"> Add Phonemes (Initial, Final) Delete Phonemes (Initial, Final) Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> Review Short and Long <i>e</i>; Review Sound-Spellings 	<ul style="list-style-type: none"> Words with Short and Long <i>e</i>; Review Sound-Spellings 	<ul style="list-style-type: none"> <i>down, how, now, which</i> 	<ul style="list-style-type: none"> Accuracy: Confirm and Correct Word Recognition

**cloud
feel
out
sky**



Grade 1 Scope & Sequence

UNIT 1: Friendship

WEEK	CONCEPTS OF PRINT	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS	SPELLING	LETTER FORMATION	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
1	<ul style="list-style-type: none"> Book Handling Text Direction 	<ul style="list-style-type: none"> Recognize/Produce Rhyme Isolate Phonemes (Initial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Short <i>a</i> Consonant Review: <i>m, t, s, b, n, p, r, h, c/k/, d</i> 	<ul style="list-style-type: none"> Plural Nouns: -s (no spelling changes) 	<ul style="list-style-type: none"> Words with Short <i>a</i> 	<ul style="list-style-type: none"> <i>Aa, Dd</i> 	<ul style="list-style-type: none"> <i>and, see, the, to</i> 	<ul style="list-style-type: none"> Accuracy 	feel friend help share
2	<ul style="list-style-type: none"> Distinguish Letters from Words Spacing Between Words 	<ul style="list-style-type: none"> Recognize/Produce Alliteration Isolate Phonemes (Initial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Short <i>i</i> Consonant Review: <i>f, g, l, j, k, qu, x, z, w, v, y</i> 	<ul style="list-style-type: none"> <i>s</i> as /z/ 	<ul style="list-style-type: none"> Words with Short <i>i</i> 	<ul style="list-style-type: none"> <i>Ii, Ll</i> 	<ul style="list-style-type: none"> <i>but, her, not, of</i> 	<ul style="list-style-type: none"> Accuracy 	
3	<ul style="list-style-type: none"> Text and Pictures Features of a Sentence 	<ul style="list-style-type: none"> Recognize/Produce Rhyme Isolate Phonemes (Medial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Short <i>o</i> 	<ul style="list-style-type: none"> Inflectional Ending -s (verbs; no spelling changes) 	<ul style="list-style-type: none"> Words with Short <i>o</i> 	<ul style="list-style-type: none"> <i>Oo, Cc</i> 	<ul style="list-style-type: none"> <i>do, that, they, was</i> 	<ul style="list-style-type: none"> Accuracy 	
4	<ul style="list-style-type: none"> Book Parts: Title, Author Name, and Illustrator Name Book Parts: Table of Contents 	<ul style="list-style-type: none"> Blend Onset and Rime Isolate Phonemes (Medial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Short <i>e</i> 	<ul style="list-style-type: none"> Double Final Consonants 	<ul style="list-style-type: none"> Words with Short <i>e</i> 	<ul style="list-style-type: none"> <i>Ee, Ss</i> 	<ul style="list-style-type: none"> <i>are, for, with, you</i> 	<ul style="list-style-type: none"> Accuracy 	
5	<ul style="list-style-type: none"> End Punctuation Book Parts: Glossary 	<ul style="list-style-type: none"> Segment Onset and Rime Isolate Phonemes (Medial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Short <i>u</i> 	<ul style="list-style-type: none"> Inflectional Ending -ed (no spelling changes) 	<ul style="list-style-type: none"> Words with Short <i>u</i> 	<ul style="list-style-type: none"> <i>Uu</i> 	<ul style="list-style-type: none"> <i>be, he, she, we</i> 	<ul style="list-style-type: none"> Accuracy 	



Grade 1 Scope & Sequence *continued*

UNIT 2: Create Every Day								
WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS	SPELLING	LETTER FORMATION	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
6	<ul style="list-style-type: none"> Blend Syllables Isolate Phonemes (Initial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Digraphs: <i>sh-</i>, <i>th-</i>, <i>ch-</i>, <i>wh-</i> 	<ul style="list-style-type: none"> Possessives (with 's) 	<ul style="list-style-type: none"> Words with Consonant Digraphs 	<ul style="list-style-type: none"> <i>Tt, Hh</i> 	<ul style="list-style-type: none"> <i>like, make, there, what</i> 	<ul style="list-style-type: none"> Accuracy 	art create idea music
7	<ul style="list-style-type: none"> Segment Syllables Isolate Phonemes (Final) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Digraphs: <i>-th</i>, <i>-sh</i>, <i>-ck</i> 	<ul style="list-style-type: none"> Inflectional Ending <i>-ing</i> (no spelling changes) 	<ul style="list-style-type: none"> Words with Ending Digraphs 	<ul style="list-style-type: none"> <i>Yy, Kk</i> 	<ul style="list-style-type: none"> <i>go, no, so, which</i> 	<ul style="list-style-type: none"> Accuracy 	
8	<ul style="list-style-type: none"> Blend/Segment Onset and Rime Isolate, Identify, Substitute Phonemes Blend Phonemes 	<ul style="list-style-type: none"> Digraphs: <i>-ch</i>, <i>-tch</i>, <i>-ng</i> 	<ul style="list-style-type: none"> Inflections <i>-s</i>, <i>-es</i> 	<ul style="list-style-type: none"> Words with Ending Digraphs 	<ul style="list-style-type: none"> <i>Nn, Mm</i> 	<ul style="list-style-type: none"> <i>from, have, look, or</i> 	<ul style="list-style-type: none"> Accuracy 	
9	<ul style="list-style-type: none"> Blend/Segment Syllables Add, Delete Phonemes (Initial) Segment, Blend Phonemes 	<ul style="list-style-type: none"> Beginning Blends: <i>bl-</i>, <i>cl-</i>, <i>fl-</i>, <i>pl-</i> 	<ul style="list-style-type: none"> Inflectional Endings <i>-ed</i>, <i>-ing</i> 	<ul style="list-style-type: none"> Words with Beginning Blends 	<ul style="list-style-type: none"> <i>Bb, Pp</i> 	<ul style="list-style-type: none"> <i>about, out, play, were</i> 	<ul style="list-style-type: none"> Accuracy 	
10	<ul style="list-style-type: none"> Blend/Segment Syllables Add, Delete Phonemes (Initial) Blend, Segment Phonemes 	<ul style="list-style-type: none"> Beginning Blends: <i>st-</i>, <i>sk-</i>, <i>sm-</i>, <i>sp-</i> 	<ul style="list-style-type: none"> Compound Words 	<ul style="list-style-type: none"> Words with Beginning Blends 	<ul style="list-style-type: none"> <i>Jj</i> 	<ul style="list-style-type: none"> <i>by, come, my, some</i> 	<ul style="list-style-type: none"> Accuracy 	



Grade 1 Scope & Sequence *continued*

UNIT 3: The Underwater World								
WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS	SPELLING	LETTER FORMATION	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
11	<ul style="list-style-type: none"> Blend, Segment Phonemes Add, Delete, Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Beginning r-Blends: <i>fr-, cr-, dr-, tr-</i> 	<ul style="list-style-type: none"> Short Vowel Syllable Patterns (Closed Syllables) 	<ul style="list-style-type: none"> Words with Beginning Blends 	<ul style="list-style-type: none"> <i>Ff, Rr</i> 	<ul style="list-style-type: none"> <i>into, more, one, your</i> 	<ul style="list-style-type: none"> Accuracy 	animal deep sea water
12	<ul style="list-style-type: none"> Blend, Add, Segment Phonemes Delete Phonemes (Initial) 	<ul style="list-style-type: none"> Beginning Blends: <i>gr-, br-, sn-, sw-</i> 	<ul style="list-style-type: none"> Inflectional Endings <i>-ed, -ing</i> (with and without spelling changes) 	<ul style="list-style-type: none"> Words with Beginning Blends 	<ul style="list-style-type: none"> <i>Gg, Qq</i> 	<ul style="list-style-type: none"> <i>could, great, said, would</i> 	<ul style="list-style-type: none"> Accuracy 	
13	<ul style="list-style-type: none"> Blend, Add, Segment Phonemes Delete Phonemes (Initial) 	<ul style="list-style-type: none"> Three-Letter Blends: <i>scr-, spl-, str-, spr-</i> 	<ul style="list-style-type: none"> Contractions with 's 	<ul style="list-style-type: none"> Words with Three-Letter Blends 	<ul style="list-style-type: none"> <i>Vv, Ww</i> 	<ul style="list-style-type: none"> <i>all, small, their, through</i> 	<ul style="list-style-type: none"> Accuracy 	
14	<ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate Phonemes (Final) 	<ul style="list-style-type: none"> Ending Blends: <i>-st, -sk, -nd, -nt, -mp</i> 	<ul style="list-style-type: none"> Contractions with <i>not</i> 	<ul style="list-style-type: none"> Words with Ending Blends 	<ul style="list-style-type: none"> <i>Xx, Zz</i> 	<ul style="list-style-type: none"> <i>any, many, most, want</i> 	<ul style="list-style-type: none"> Accuracy 	
15	<ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate, Identify, Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> Long <i>a</i>: <i>a_e</i> 	<ul style="list-style-type: none"> Plurals (with CVCe Words) 	<ul style="list-style-type: none"> Words with Long <i>a</i>: <i>a_e</i> 	<ul style="list-style-type: none"> Punctuation 	<ul style="list-style-type: none"> <i>other, people, too, write</i> 	<ul style="list-style-type: none"> Accuracy 	



Grade 1 Scope & Sequence *continued*

UNIT 4: Neighborhoods							
WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
16	<ul style="list-style-type: none"> Blend, Segment Phonemes Isolate, Identify, Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> Long o: o_e; Long i: i_e 	<ul style="list-style-type: none"> Final e Syllable Patterns 	<ul style="list-style-type: none"> Words with Long o: o_e; Long i: i_e 	<ul style="list-style-type: none"> down, over, these, who 	<ul style="list-style-type: none"> Expression 	here live neighbor work
17	<ul style="list-style-type: none"> Blend, Segment Phonemes Isolate, Identify, Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> Long u: u_e; Long e: e_e 	<ul style="list-style-type: none"> Inflectional Endings -ed, -ing (drop final e) 	<ul style="list-style-type: none"> Words with Long u: u_e; Long e: e_e 	<ul style="list-style-type: none"> also, first, how, new 	<ul style="list-style-type: none"> Appropriate Phrasing 	
18	<ul style="list-style-type: none"> Blend, Segment Phonemes Isolate Phonemes (Initial) Identify Phonemes (Final) 	<ul style="list-style-type: none"> Soft c, g 	<ul style="list-style-type: none"> Inflectional Endings -ed, -ing (with and without spelling changes) 	<ul style="list-style-type: none"> Words with Soft c, g, dge 	<ul style="list-style-type: none"> been, change, once, only 	<ul style="list-style-type: none"> Intonation/Inflection 	
19	<ul style="list-style-type: none"> Blend, Segment Phonemes Isolate Phonemes (Medial, Final) Identify, Delete Phonemes (Final) 	<ul style="list-style-type: none"> Long a: ai, ay 	<ul style="list-style-type: none"> Prefixes re-, un- 	<ul style="list-style-type: none"> Words with Long a: ai, ay 	<ul style="list-style-type: none"> away, because, each, where 	<ul style="list-style-type: none"> Accuracy 	
20	<ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate, Identify Phonemes (Medial) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long e: e, ee, ea 	<ul style="list-style-type: none"> Suffixes -ful, -less 	<ul style="list-style-type: none"> Words with Long e: e, ee, ea 	<ul style="list-style-type: none"> around, found, good, now 	<ul style="list-style-type: none"> Rate/Pacing 	



Grade 1 Scope & Sequence *continued*

UNIT 5: Imagine That!							
WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
21	<ul style="list-style-type: none"> Blend, Segment, Delete, Identify Phonemes Isolate Phonemes (Medial) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long o: o, oa, ow 	<ul style="list-style-type: none"> Long Vowel Syllable Patterns (Open Syllables) 	<ul style="list-style-type: none"> Words with Long o: o, oa, ow 	<ul style="list-style-type: none"> find, light, little, right 	<ul style="list-style-type: none"> Accuracy 	action hero mood problem
22	<ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate Phonemes (Medial, Final) Identify Phonemes (Medial) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long i: i, y, igh 	<ul style="list-style-type: none"> Inflectional Ending -ed (change y to i) 	<ul style="list-style-type: none"> Words with Long i: i, y, igh 	<ul style="list-style-type: none"> before, buy, even, our 	<ul style="list-style-type: none"> Intonation/Inflection 	
23	<ul style="list-style-type: none"> Blend, Segment, Identify Phonemes Isolate Phonemes (Final) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long e: y, ey 	<ul style="list-style-type: none"> Plurals (change y to i before adding -es) 	<ul style="list-style-type: none"> Words with Long e: y, ey 	<ul style="list-style-type: none"> every, pretty, think, very 	<ul style="list-style-type: none"> Appropriate Phrasing 	
24	<ul style="list-style-type: none"> Blend, Segment, Add, Identify Phonemes Isolate Phonemes (Medial) Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> r-Controlled Vowel ar 	<ul style="list-style-type: none"> r-Controlled Vowel Syllable Patterns 	<ul style="list-style-type: none"> Words with ar 	<ul style="list-style-type: none"> called, help, know, walk 	<ul style="list-style-type: none"> Expression 	
25	<ul style="list-style-type: none"> Blend, Segment, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> r-Controlled Vowels er, ir, ur 	<ul style="list-style-type: none"> Comparative Inflectional Endings: er, est 	<ul style="list-style-type: none"> Words with er, ir, ur 	<ul style="list-style-type: none"> answer, picture, water, word 	<ul style="list-style-type: none"> Rate/Pacing 	



Grade 1 Scope & Sequence *continued*

UNIT 6: In the Sky							
WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
26	<ul style="list-style-type: none"> Blend, Segment, Identify, Substitute Phonemes Isolate Phonemes (Medial, Final) 	<ul style="list-style-type: none"> r-Controlled Vowels <i>or, oar, ore</i> 	<ul style="list-style-type: none"> Consonant + <i>le</i> Syllable Patterns 	<ul style="list-style-type: none"> Words with <i>or, oar, ore</i> 	<ul style="list-style-type: none"> <i>again, does, soon, year</i> 	<ul style="list-style-type: none"> Accuracy 	appear Earth moon weather
27	<ul style="list-style-type: none"> Blend, Segment, Add, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Final) 	<ul style="list-style-type: none"> Diphthongs <i>ou, ow</i> 	<ul style="list-style-type: none"> Compound Words 	<ul style="list-style-type: none"> Words with <i>ou, ow</i> 	<ul style="list-style-type: none"> <i>always, done, give, here</i> 	<ul style="list-style-type: none"> Rate/Pacing 	
28	<ul style="list-style-type: none"> Blend, Segment, Add, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Initial, Medial) 	<ul style="list-style-type: none"> Diphthongs <i>oi, oy</i> 	<ul style="list-style-type: none"> Vowel Team Syllable Patterns 	<ul style="list-style-type: none"> Words with <i>oi, oy</i> 	<ul style="list-style-type: none"> <i>another, live, move, near</i> 	<ul style="list-style-type: none"> Intonation/Inflection 	
29	<ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Medial, Final) 	<ul style="list-style-type: none"> Variant Vowel <i>oo</i> (book) Variant Vowels <i>oo</i> (room), <i>ue, ew</i> 	<ul style="list-style-type: none"> Irregular Plurals 	<ul style="list-style-type: none"> Words with Variant Vowel <i>oo</i> (book); Variant Vowels <i>oo</i> (room), <i>ue, ew</i> 	<ul style="list-style-type: none"> <i>goes, learn, school, work</i> 	<ul style="list-style-type: none"> Appropriate Phrasing 	
30	<ul style="list-style-type: none"> Blend, Segment, Delete, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> Variant Vowels <i>au, aw, a(l)</i> 	<ul style="list-style-type: none"> Suffix <i>-ly</i> 	<ul style="list-style-type: none"> Words with Variant Vowels <i>au, aw, a(l)</i> 	<ul style="list-style-type: none"> <i>air, full, pull, together</i> 	<ul style="list-style-type: none"> Expression 	



Grade 2 Scope & Sequence

UNIT 1: Getting Along with Others

WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
1	<ul style="list-style-type: none"> Short Vowels Review: Double Final Consonants, Digraph -ck 	<ul style="list-style-type: none"> Plurals with -s 	<ul style="list-style-type: none"> Words with Short Vowels 	<ul style="list-style-type: none"> <i>do, that, the, to, you</i> 	<ul style="list-style-type: none"> Appropriate Phrasing 	care helpful problem thank
2	<ul style="list-style-type: none"> Digraphs: <i>ch-, sh-, th-, wh-</i> 	<ul style="list-style-type: none"> Compound Words 	<ul style="list-style-type: none"> Words with Beginning Digraphs 	<ul style="list-style-type: none"> <i>her, of, see, their, they, what</i> 	<ul style="list-style-type: none"> Intonation/Inflection 	
3	<ul style="list-style-type: none"> Digraphs: <i>-ch, -tch, -sh, -th, -ng</i> 	<ul style="list-style-type: none"> Closed Syllable Patterns 	<ul style="list-style-type: none"> Words with Ending Digraphs 	<ul style="list-style-type: none"> <i>are, each, from, like, make, was</i> 	<ul style="list-style-type: none"> Accuracy 	
4	<ul style="list-style-type: none"> Beginning <i>r</i>-Blends: <i>br-, cr-, dr-, fr-, gr-, tr-</i> Beginning <i>l</i>-Blends: <i>bl-, cl-, fl-, gl-, pl-</i> Beginning <i>s</i>-Blends: <i>sc-, sk-, sl-, sm-, sn-, sp-, st-, sw-</i> 	<ul style="list-style-type: none"> Inflectional Endings <i>-ed, -ing</i> (no spelling changes) 	<ul style="list-style-type: none"> Words with <i>r</i>-Blends, <i>l</i>-Blends, <i>s</i>-Blends 	<ul style="list-style-type: none"> <i>be, he, place, she, there, we</i> 	<ul style="list-style-type: none"> Expression 	
5	<ul style="list-style-type: none"> Ending Blends: <i>-nt, -mp, -sk, -st, -nd</i> 	<ul style="list-style-type: none"> Inflectional Endings <i>-s, -es</i> (no spelling changes) 	<ul style="list-style-type: none"> Words with Ending Blends: <i>-nt, -mp, -sk, -st, -nd</i> 	<ul style="list-style-type: none"> <i>first, for, go, into, or, so</i> 	<ul style="list-style-type: none"> Rate/Pacing 	



Grade 2 Scope & Sequence *continued*

UNIT 2: Making Art						
WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
6	<ul style="list-style-type: none"> Final e: <i>a_e, i_e, o_e, u_e, e_e</i> Short and Long Vowels 	<ul style="list-style-type: none"> Final e Syllable Patterns 	<ul style="list-style-type: none"> Words with Final e 	<ul style="list-style-type: none"> <i>by, down, my, said</i> 	<ul style="list-style-type: none"> Appropriate Phrasing 	art artist light paint
7	<ul style="list-style-type: none"> Soft <i>c, g</i> 	<ul style="list-style-type: none"> Inflectional Endings <i>-ed, -ing</i> (double final consonant, drop final e) 	<ul style="list-style-type: none"> Words with Soft <i>c, g</i> 	<ul style="list-style-type: none"> <i>come, large, once, some</i> 	<ul style="list-style-type: none"> Intonation/Inflection 	
8	<ul style="list-style-type: none"> Three-Letter Blends: <i>str-, spl-, spr-, scr-, thr-, shr-</i> 	<ul style="list-style-type: none"> Possessives (singular, plural) 	<ul style="list-style-type: none"> Words with Three-Letter Blends: <i>str, spl, spr, scr, thr, shr</i> 	<ul style="list-style-type: none"> <i>could, have, through, would</i> 	<ul style="list-style-type: none"> Rate/Pacing 	
9	<ul style="list-style-type: none"> Long <i>a: a, ai, ay, ea, eigh, ey</i> 	<ul style="list-style-type: none"> Open Syllable Patterns 	<ul style="list-style-type: none"> Words with Long <i>a: a, ai, ay, ea, eigh, ey</i> 	<ul style="list-style-type: none"> <i>about, always, out, were</i> 	<ul style="list-style-type: none"> Accuracy 	
10	<ul style="list-style-type: none"> Long <i>e: e, ee, ea, ie, y, ey</i> 	<ul style="list-style-type: none"> Inflectional Endings (change <i>y</i> to <i>i</i>) 	<ul style="list-style-type: none"> Words with Long <i>e: e, ee, ea, ie, y, ey</i> 	<ul style="list-style-type: none"> <i>most, too, very, who</i> 	<ul style="list-style-type: none"> Expression 	

UNIT 3: What's That Habitat?						
WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
11	<ul style="list-style-type: none"> Long <i>i: i, y, igh, ie</i> 	<ul style="list-style-type: none"> Contraction with <i>'s, 't</i> 	<ul style="list-style-type: none"> Words with Long <i>i: i, y, igh, ie</i> 	<ul style="list-style-type: none"> <i>also, been, look, good</i> 	<ul style="list-style-type: none"> Expression 	animal bird habitat water
12	<ul style="list-style-type: none"> Long <i>o: o, oa, ow, oe</i> 	<ul style="list-style-type: none"> Vowel Team Syllable Patterns 	<ul style="list-style-type: none"> Words with Long <i>o: o, oa, ow, oe</i> 	<ul style="list-style-type: none"> <i>know, new, over, people</i> 	<ul style="list-style-type: none"> Appropriate Phrasing 	
13	<ul style="list-style-type: none"> Long <i>u: ue, u, ew, u_e</i> 	<ul style="list-style-type: none"> Prefixes <i>re-, pre-</i> 	<ul style="list-style-type: none"> Words with Long <i>u: ue, u, ew, u_e</i> 	<ul style="list-style-type: none"> <i>because, word, work, write</i> 	<ul style="list-style-type: none"> Intonation/Inflection 	
14	<ul style="list-style-type: none"> Silent Letters: <i>wr, kn, gn, mb, sc</i> 	<ul style="list-style-type: none"> Prefixes <i>un-, dis-</i> 	<ul style="list-style-type: none"> Words with Silent Letters: <i>wr, kn, gn, mb, sc</i> 	<ul style="list-style-type: none"> <i>after, one, warm, your</i> 	<ul style="list-style-type: none"> Accuracy 	
15	<ul style="list-style-type: none"> <i>r</i>-Controlled Vowel: <i>ar</i> 	<ul style="list-style-type: none"> <i>r</i>-Controlled Vowel Syllable Patterns 	<ul style="list-style-type: none"> Words with <i>r</i>-Controlled Vowel <i>ar</i> 	<ul style="list-style-type: none"> <i>more, now, only, our</i> 	<ul style="list-style-type: none"> Rate/Pacing 	



Grade 2 Scope & Sequence *continued*

UNIT 4: It's on the Map!

WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
16	• <i>r</i> -Controlled Vowels: <i>er, ir, ur, or</i>	• Consonant + <i>le</i> Syllable Patterns	• Words with <i>r</i> -Controlled Vowels: <i>er, ir, ur, or</i>	• <i>move, other, water, where</i>	• Accuracy	capital continent country island
17	• <i>r</i> -Controlled Vowels: <i>or, ore, oar</i>	• Comparative Endings <i>-er, -est</i>	• Words with <i>r</i> -Controlled Vowels: <i>or, ore, oar</i>	• <i>does, give, school, sentence</i>	• Expression	
18	• <i>r</i> -Controlled Vowels: <i>eer, ere, ear</i>	• Suffixes <i>-ful, -less</i>	• Words with <i>r</i> -Controlled Vowels: <i>eer, ere, ear</i>	• <i>again, buy, picture, soon</i>	• Appropriate Phrasing	
19	• <i>r</i> -Controlled Vowels: <i>are, air, ear, ere</i>	• Suffixes <i>-y, -ly</i>	• Words with <i>r</i> -Controlled Vowels: <i>are, air, ear, ere</i>	• <i>answer, full, little, pull</i>	• Intonation/Inflection	
20	• Diphthongs: <i>ou, ow</i>	• Suffixes <i>-er, -or</i>	• Words with Diphthongs: <i>ou, ow</i>	• <i>house, live, pretty, read</i>	• Rate/Pacing	

UNIT 5: Tell Me About It

WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
21	• Diphthongs: <i>oi, oy</i>	• Vowel Team Syllable Patterns	• Words with Diphthongs: <i>oi, oy</i>	• <i>eye, head, laugh, please</i>	• Appropriate Phrasing	create imagine special thought
22	• Variant Vowels: <i>oo, ou, u</i>	• Contractions with <i>not</i>	• Words with Variant Vowels: <i>oo, ou, u</i>	• <i>above, almost, done, upon</i>	• Intonation/Inflection	
23	• Variant Vowels: <i>oo, ou, u_e, ew, ue</i>	• Contractions with <i>'ll, 've, 'm, 're, 's</i>	• Words with Variant Vowels: <i>oo, ou, u_e, ew, ue</i>	• <i>animal, country, earth, wash</i>	• Expression	
24	• Variant Vowels: <i>aw, au, a(l)</i>	• Irregular Plurals	• Words with Variant Vowels: <i>aw, au, a(l)</i>	• <i>another, friends, together, usually</i>	• Accuracy	
25	• Short Vowel Digraphs: <i>ea, ou, y</i>	• Compound Words	• Words with Short Vowel Digraphs: <i>ea, ou, y</i>	• <i>along, example, heard, sure</i>	• Rate/Pacing	



Grade 2 Scope & Sequence *continued*

UNIT 6: Landforms						
WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
26	<ul style="list-style-type: none"> Closed and Open Syllable Patterns 	<ul style="list-style-type: none"> Inflectional Endings (with spelling changes) 	<ul style="list-style-type: none"> Words with Closed and Open Syllable Patterns 	<ul style="list-style-type: none"> <i>become, ever, questions, today</i> 	<ul style="list-style-type: none"> Expression 	canyon erosion feature mountain
27	<ul style="list-style-type: none"> Final e Syllable Patterns 	<ul style="list-style-type: none"> Prefixes: <i>re-, pre-, un-, dis-</i> 	<ul style="list-style-type: none"> Words with Final e Syllable Patterns 	<ul style="list-style-type: none"> <i>color, during, early, hours</i> 	<ul style="list-style-type: none"> Intonation/Inflection 	
28	<ul style="list-style-type: none"> <i>r</i>-Controlled Vowel Syllable Patterns 	<ul style="list-style-type: none"> Suffixes: <i>-er, -or, -ly, -y, ful, -less</i> 	<ul style="list-style-type: none"> Words with <i>r</i>-Controlled Vowel Syllable Patterns 	<ul style="list-style-type: none"> <i>father, finally, listen, mother</i> 	<ul style="list-style-type: none"> Appropriate Phrasing 	
29	<ul style="list-style-type: none"> Final Stable Syllable Patterns: <i>-sion, -tion, -le, -el, -al</i> 	<ul style="list-style-type: none"> Suffix: <i>-ion</i> 	<ul style="list-style-type: none"> Words with Final Stable Syllable Patterns 	<ul style="list-style-type: none"> <i>area, building, measure, nothing</i> 	<ul style="list-style-type: none"> Accuracy 	
30	<ul style="list-style-type: none"> Vowel Team Syllable Patterns 	<ul style="list-style-type: none"> Reading Big Words: Three (or more) Syllables 	<ul style="list-style-type: none"> Words with Vowel Team Syllable Patterns 	<ul style="list-style-type: none"> <i>certain, enough, special, strong</i> 	<ul style="list-style-type: none"> Rate/Pacing 	

Key Takeaways about *Magnetic Reading Foundations* Phonics Scope and Sequence

The *Magnetic Reading Foundations* Phonics scope and sequence is the roadmap of the program. It's the scope and sequence of every domain—**Concepts of Print, Letter Recognition, Phonological Awareness, Phonics, Encoding, High-Frequency Words, and Fluency**—that systematically complements and reinforces that roadmap.

There are four principles of the *Magnetic Reading Foundations* Phonics scope and sequence that make it systematic (National Reading Panel, 2000):

1. Begin with simple concepts and skills and build to more complex concepts and skills.
2. Order concepts and introduce new skills at a cadence that allows students enough time for application and practice to master the skills.
3. Build the scope and sequence as a three-year roadmap so concepts and skills are taught systematically and spiral within and across years.
4. Introduce high-utility sound spellings strategically to give students access to more words.

See the power of Science of Reading instruction at MagneticReading.com/K-2.

National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health.

