

SCOPE AND SEQUENCE FOR TEACHING COMMON SOUND-SPELLING CORRESPONDENCES

Pattern	Examples
Sound-spelling patterns from the alphabet (i.e., regular VC words and CVC words)	Sample words: <i>at, it, is, am, can, bet, pin</i> Especially these word families: <i>-an, -ap, -at, -in, -ip, -it, -op, -ot, -ug</i>
Double-consonant endings	Sample words: <i>will, fizz, puss</i> Especially these word families: <i>-all, -ell, -ill, -ss, -ff, -zz</i>
Common consonant digraphs	Sample words: <i>ship, chat, duck</i> <i>sh, th, ch, wh, ck</i> Especially these word families: <i>ack, ock, uck, ick</i>
Common consonant blends and digraphs	Sample words: <i>black, glass, pluck, skunk, dump</i> Beginning words: <i>bl-, br-, cl-, cr-, dr-, fr-, fl-, gl-, gr-, pl-, pr-, sl-, sm-, sp-, st-, tr-, tw-</i> Ending words: <i>-nk, -nt, -st, -mp, -ng</i>
Basic r-controlled vowel patterns	Sample words: <i>car, trip, burn</i> <i>-ar, -er, -ir, -or, -ur</i>
CVCe	Sample words: <i>brave, mute, rate</i> Focus on medial <i>a, i, o</i> , and <i>u</i> (CeCe is very rare in single-syllable words)

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Vowel teams	<p>Sample words: <i>play, coat, clue, book, tool, light</i></p> <p>long <i>a</i> (<i>ai, ay</i>)</p> <p>long <i>e</i> (<i>ee, ea</i>)</p> <p>long <i>o</i> (<i>oa, ow</i>)</p> <p>long <i>u</i> (<i>ue, ew</i>)</p> <p><i>oo</i> (both sounds)</p> <p>long <i>i</i> (<i>-y, igh</i>)</p>
Diphthongs	<p>Sample words: <i>coy, flaw, cow</i></p> <p><i>oi, oy</i></p> <p><i>aw, au</i></p> <p><i>ow, ou</i></p>
More spellings for <i>r</i> -controlled vowels	<p>Sample words: <i>core, fear, lair, peer</i></p> <p><i>or</i> (sound)—multiple spellings: <i>or, ore, our</i></p> <p><i>er</i> (sound)—multiple spellings: <i>ir, er, ur, ear</i></p> <p><i>air</i> (sound)—multiple spellings: <i>are, air, ear</i></p> <p><i>ear</i> (sound)—multiple spellings: <i>ear, eer</i></p>
More common or highly useful consonant spelling patterns	<p>Sample words: <i>stretch, dodge, enough</i></p> <p>Such as:</p> <p><i>ph-</i></p> <p><i>gh-</i></p> <p><i>-tch</i></p> <p><i>-dge</i></p> <p><i>thr-</i></p> <p><i>-ngth</i></p> <p><i>-eigh-</i></p> <p><i>-ough-</i></p>

(Based on Foorman et al., 2016)