

CKLA Phonics Scope & Sequence Across K-2

Single-Letter Sound-Spellings

Spelling	Sound	Kindergarten	Grade 1	Grade 2	As in
'm'	/m/	Unit 3			<i>mad</i>
'a'	/a/				<i>pat</i>
't'	/t/				<i>top</i>
'd'	/d/				<i>dot</i>
'o'	/o/				<i>hop</i>
'c'	/k/				<i>cat</i>
'g'	/g/				<i>gift</i>
'i'	/i/				<i>it</i>
'n'	/n/	Unit 4	Unit 1 (review)	Unit 1 (review)	<i>nut</i>
'h'	/h/				<i>hot</i>
's'	/s/				<i>sun</i>
'f'	/f/				<i>fit</i>
'v'	/v/				<i>vet</i>
'z'	/z/				<i>zip</i>
'p'	/p/				<i>pot</i>
'e'	/e/				<i>pet</i>
'b'	/b/	Unit 5			<i>bat</i>
'l'	/l/				<i>lip</i>
'r'	/r/				<i>red</i>
'u'	/u/				<i>but</i>
'w'	/w/				<i>wet</i>
'j'	/j/				<i>jump</i>
'y'	/y/				<i>yes</i>
'x'	/x/				<i>tax</i>
'k'	/k/				<i>kid</i>
's'	/z/				Unit 6

Letter names are introduced in Kindergarten Unit 6

Consonant Clusters

When they are introduced in Unit 6 of Kindergarten, consonant clusters (or blends) are not explicitly named, because all of the individual sounds have already been taught. Therefore, there is not a set sequence (other than that initial blends are tackled before ending blends) nor a complete list of clusters.

Kindergarten

Grade 1

Grade 2

As in

Initial clusters, including 'fl', 'st', 'tr', 'pl', 'dr', 'sn', 'sk', 'gr', 'cr', 'tw', 'sc', 'sm' Final clusters, including 'sk', 'lk', 'nd', 'mp', 'ft', 'ck'	Unit 6	Unit 1 (review)	Unit 1 (review)
	Unit 6		

Consonant Digraphs

Spelling	Sound	Kindergarten	Grade 1	Grade 2	As in
'ch'	/ch/	Unit 7	Unit 1 (review)	Unit 1 (review)	<i>chin</i>
'sh'	/sh/				<i>shop</i>
'th'	/th/				<i>thin</i>
'qu'	/k/ /w/				<i>quit</i>
'ng'	/ng/				<i>sing</i>
'th'	/th/				<i>them</i>

Double-Letter Consonant Spellings

Spelling	Sound	Kindergarten	Grade 1	Grade 2	As in
			Unit 1 (review)		
		Unit 8			

Long Vowel Sounds

Spelling	Sound	Kindergarten	Grade 1	Grade 2	As in
'ee'	/ee/				<i>seed</i>
'a_e'	/ae/				<i>cake</i>
'i_e'	/ie/		Unit 2	Unit 2 (review)	<i>line</i>
'o_e'	/oe/				<i>hope</i>
'u_e'	/ue/				<i>cube</i>

Vowel Digraphs

Spelling	Sound	Kindergarten	Grade 1	Grade 2	As in
'oo'	/oo/				soon
'oo'	/oo/				look
'ou'	/ou/		Unit 3		shout
'oi'	/oi/				oil
'aw'	/aw/				paw

R-Controlled Vowels

Spelling	Sound	Kindergarten	Grade 1	Grade 2	As in
'er'	/er/				her
'ar'	/ar/		Unit 4	Unit 2 (review)	car
'or'	/or/				for

Consonant Spelling Alternatives

Spelling	Sound	Kindergarten	Grade 1	Grade 2	As in
'c', 'ce', 'se'	/s/				cent, dance, horse
'kn'	/n/		Unit 6		knot
'wh'	/wh/				whale
'n'	/ng/				pink

Word Types

Structure	As in	Kindergarten	Grade 1	Grade 2
CVC	<i>cat, dog, bed</i>	Units 3-5 (check)	Unit 1 (review)	
CCVC (clusters)	<i>flag</i>	Unit 6	Unit 1 (review)	
CVCC (clusters)	<i>dust</i>	Unit 6	Unit 1 (review)	
CCVCC (clusters)	<i>blast</i>	Unit 6	Unit 1 (review)	

Unit 1 Lesson: Spelling Alternatives for Consonant Sounds

11, 12 Double Letter Spellings 'bb', 'cc', 'ck', 'dd', 'ff', 'gg', 'll'; 'mm', 'nn', 'pp', 'rr', 'ss', 'tt', 'zz'
14, 15, 20, 21 Tricky Spellings 'g', 'c', 's', 'h'
16, 17, 18 Spelling Alternatives 'qu', 'wh', 'wr', 'kn'; 'ge', 've'; 'se', 'ce', 'tch'

Unit 2 Lesson: Spelling Alternatives for Vowel Sounds

5 Review: Tricky Spelling 'oo'
7, 8 Basic Code 'ou' and 'ow' for /ou/ and 'oi' and 'oy' for /oy/

Unit 3 Lesson: Spelling Alternatives for Long Vowel Sounds

1, 2, 2003 Spelling Alternatives for /æ/ + Tricky Spelling 'a'
6-9 Spelling Alternatives for /œ/ + Tricky Spelling 'o'
11, 12, 13 Spelling Alternatives for /ie/ + Tricky Spelling 'i'
16, 17, 18 Spelling Alternatives for /ue/
19, 20 Spelling Alternatives for /aw/

Unit 4 Lesson: Spelling Alternatives for Long Vowel Sounds + Other

1, 2 Spelling Alternatives for /er/: 'er', 'ur', 'ir'
3 Spelling Alternative for /i/: 'y'
4, 5, 2006 Spelling Alternatives for /ie/
8, 9 Spelling Alternative for /œ/ + Tricky Spelling 'o'
11, 17, 18 Spelling Alternative for /ee/ + Tricky Spellings 'e' and 'y'
21 Spelling Alternative for /aw/: 'a' + 'l'

Unit 5 Lesson: Spelling Alternatives for /u/ and /ə/

1, 2, 3, 5, 6 Spelling Alternatives for /u/: 'o', 'ou', 'o_e'
7, 8, 2009 Spelling Alternatives for Schwa /ə/: 'a', 'e'
11-14 Spelling Alternatives for /ə/ + /l/: 'al', 'il', 'ul'
15, 16 Spelling Alternatives for /sh/ /ə/ /n/: 'tion'
21-25 Tricky Spellings 'a', 'e', 'o', 'o_e', 'ou'

Unit 6 Lesson: Spelling Alternatives for /er/, /o/, /ə/, /k/, /f/

1-2 Spelling Alternative for /f/: 'ph'
3 Tricky Spelling 'ea' > /e/
6, 8 Spelling Alternatives for /er/
11 Spelling Alternatives for /k/: 'ch'
13, 14, 16 Tricky Spelling 'i'
19 Spelling Alternatives for /ə/
25-28 Spelling Alternative for /o/: 'a' + Tricky Spelling 'a'

In Unit 1, you will review:

Five Short Vowel Sounds

- the sound /i/ spelled 'i'(it)
- the sound /e/ spelled 'e'(pet)
- the sound /a/ spelled 'a'(pat)
- the sound /u/ spelled 'u'(but)
- the sound /o/ spelled 'o'(hop)

Twenty-Five Consonant Sounds

- the sound /p/ spelled 'p'(pot) and 'pp'(napping)
- the sound /t/ spelled 't'(top) and 'tt'(sitting)
- the sound /d/ spelled 'd'(dot) and 'dd'(add)
- the sound /k/ spelled 'c'(cat), 'k'(kid), 'cc'(hiccup), and 'ck'(black)
- the sound /g/ spelled 'g'(gift) and 'gg'(egg)
- the sound /n/ spelled 'n'(nut) and 'nn'(running)
- the sound /h/ spelled 'h'(hot)
- the sound /s/ spelled 's'(sun) and 'ss'(dress)
- the sound /f/ spelled 'f'(fit) and 'ff'(stuff)
- the sound /v/ spelled 'v'(vet)
- the sound /z/ spelled 'z'(zip), 'zz'(buzz), and 's'(dogs)
- the sound /m/ spelled 'm'(mad) and 'mm'(swimming)
- the sound /b/ spelled 'b'(bat) and 'bb'(rubbing)
- the sound /l/ spelled 'l'(lip) and 'll'(bell)
- the sound /r/ spelled 'r'(red) and 'rr'(ferret)
- the sound /w/ spelled 'w'(wet)
- the sound /j/ spelled 'j'(jump)
- the sound /y/ spelled 'y'(yes)
- the sound combination /x/ spelled 'x'(tax)
- the sound /ch/ spelled 'ch'(chin)
- the sound /sh/ spelled 'sh'(shop)
- the sound /th/ spelled 'th'(thin)
- the sound /th/ spelled 'th'(them)
- the sound combination /qu/ spelled 'qu'(quit)
- the sound /ng/ spelled 'ng'(sing)

NOTES ON UNIT 1 SOUNDS AND SPELLINGS

Sound Combinations /x/ and /qu/

The /x/ sound actually consists of two sounds, /k/ and /s/. It is taught as if it were one sound because it is often written with a single letter, 'x'. Likewise, /qu/ consists of two sounds, /k/ and /w/. It is treated as if it were one sound because the two letters in the digraph 'qu' occur as a unit. There is no need to explain this to the class, but if a student notices that /x/ or /qu/ consist of two sounds, you should praise the student for noticing this.

Consonant Digraphs ('ch' for /ch/, 'sh' for /sh/, 'th' for /th/ and /th/, 'ng' for /ng/)

The term digraph refers to two letters that stand for a single sound. It is not necessary to teach this term to students. (You might prefer to use the term letter team.) However, it is important that students understand that a letter can stand for a single sound all by itself or it can work with a second letter to stand for a single sound. Some students may need extra practice with consonant digraphs.

The Double-Letter Spellings for Consonant Sounds

The double-letter spellings for consonant sounds were taught in Unit 8 of Kindergarten, and might

be new to students who did not get that far. Some of these are rare in one-syllable words, so you should use a decodable two-syllable example (e.g., shopping for the 'pp'spelling). It is unlikely that these spellings will be problematic for students when they are reading. If a student knows that 'f' is sounded /f/, he or she will quickly learn that 'ff' is sounded /f/ as well. However, these spellings may cause some trouble when a student is writing because the student has to choose between two possible spellings—'f' and 'ff'. This is also true of the other spelling alternatives that are reviewed during this unit. A student spelling /k/ has to choose between 'c', 'k', 'cc', and 'ck'. Some students will need a lot of exposure to print in order to learn when to write sounds with the basic code spelling and when to write them with a spelling alternative. At this point, praise any spelling that is a plausible representation of the sounds in the word. Accept stuf for stuff, kab for cab, eg for egg, etc.

The Tricky Spellings 'th' (Pronounced /θ/ or /ð/) and 's' (Pronounced /s/ or /z/)

When a spelling can be sounded more than one way, we say that the spelling is a "tricky spelling." In this unit, students learn (or are reminded) that the letters 'th' can stand for two slightly different sounds: voiceless /θ/ as in thin and voiced /ð/ as in them. (You can use the pairs teeth—teethe and ether—either to help them hear the difference.) Students also learn that the letter 's' is usually pronounced /s/ but is sometimes pronounced /z/. This pronunciation is used in a handful of very common words, including is, has, as, his, and was. It is also used in many cases when an 's' is added to a word to mark a plural as in dogs, or in the present-tense form of some verbs, as in she runs. Fortunately, neither one of these tricky spellings is likely to cause major difficulties while reading. The tricky spelling 'th' does not generally cause troubles because /θ/ and /ð/ sound very similar. The tricky spelling 's' is also usually not problematic. It is pronounced /z/ after voiced sounds (dogs, bins) and /s/ after voiceless sounds (cats, ducks), but our mouths tend to choose /s/ or /z/ automatically, without having to think about it. (Try pronouncing dogs as /dogz/ as opposed to /dogz/; you will find that your mouth resists.) Students may need more time to learn when to spell /z/ with an 's'.

An effort has been made to minimize the number of tricky spellings students are exposed to in the early part of Grade 1. The tricky spellings are introduced gradually as the sequence progresses.