

SAXON

Phonics and Spelling

K-3

SCOPE and SEQUENCE

	Grade K	Grade 1	Grade 2	Grade 3
Print Awareness	●	●	●	●
Concepts About Print	●	●	●	●
Capitalization	●	●	●	●
Punctuation	●	●	●	●
Phonemic Awareness	●	●		
Decoding	●	●	●	●
Consonants	●	●	●	●
◆ Alphabetic Recognition	●	●	●	●
◆ Initial Consonants	●	●	●	●
◆ Medial and Final Consonants	●	●	●	●
◆ Twin Consonants	●	●	●	●
◆ Consonant Blends	●	●	●	●
◆ Sounds of s	●	●	●	●
◆ Consonant Digraphs	●	●	●	●
◆ Consonant Trigraphs		●	●	●
◆ Sounds of Hard and Soft c and g		●	●	●
◆ Silent Consonants		●	●	●
Vowels	●	●	●	●
◆ Short Vowels	●	●	●	●
◆ Long Vowels	●	●	●	●
◆ Silent Vowels	●	●	●	●
◆ Vowel Rules	●	●	●	●
◆ Vowel Digraphs	●	●	●	●
◆ Y as a Vowel		●	●	●
◆ Schwa		●	●	●
◆ Vowel Trigraph igh		●	●	●

Vowels (continued)	●	●	●	●
◆ /ō/ Sound of a (as in <i>watch</i> or <i>ball</i>)		●	●	●
◆ Vowel Quadrigraph <i>eigh</i>			●	●
◆ Scribal o (/ŭ/ sound of o, as in <i>son</i>)			●	●
R-Controlled Vowels and Other Combinations	●	●	●	●
Diphthongs		●	●	●
Word Structure	●	●	●	●
◆ Recognizing Nondecodable (Sight) Words	●	●	●	●
◆ Blending CVC and Other Words	●	●	●	●
◆ Syllabication	●	●	●	●
◆ Compound Words	●	●	●	●
◆ Possessives	●	●	●	●
◆ Contractions		●	●	●
◆ Final, Stable Syllables (including words ending with <i>-le</i> , as in <i>table</i>)		●	●	●
◆ Root Words		●	●	●
◆ Prefixes		●	●	●
◆ Suffixes		●	●	●
◆ Words with More than One Affix		●	●	●
◆ Plurals		●	●	●
◆ Inflectional Endings		●	●	●
◆ “Wild Colt Words” (words with /ī/ and /ō/ followed by two consonants, as in <i>find</i> or <i>cold</i>)		●	●	●
◆ Words with More than One Vowel Pattern		●	●	●
◆ Words Combining Different Vowel Patterns			●	●
◆ French Endings			●	●

Fluency	●	●	●	●
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Spelling	●	●	●	●
Letter/Sound Correspondences	●	●	●	●
Consonants	●	●	●	●
Short Vowels	●	●	●	●
Long Vowels	●	●	●	●
Nondecodable (Sight) Words	●	●	●	●
Initial and Final /k/ Spellings	●	●	●	●
CVC Words	●	●	●	●
Consonant Digraphs	●	●	●	●

	Grade K	Grade 1	Grade 2	Grade 3
R-Controlled Vowels and Other Combinations	●	●	●	●
Initial and Final /j/ Spellings		●	●	●
Final /ch/ Spellings		●	●	●
Final /v/ Spelling		●	●	●
Diphthongs		●	●	●
Irregular Spellings		●	●	●
Inflectional Endings		●	●	●
Plurals		●	●	●
Floss Rule (final /f/, /l/, and /s/ after short vowels)		●	●	●
Final, Stable Syllables (including words ending with <i>-le</i> , as in <i>table</i>)		●	●	●
Prefixes		●	●	●
Suffixes		●	●	●
Adding Consonant Suffixes		●	●	●
Doubling Final Consonants Before Adding Vowel Suffixes		●	●	●
Dropping Silent e Before Adding Vowel Suffixes		●	●	●
Changing Final y to i Before Adding Vowel Suffixes			●	●

Support for Comprehension	●	●	●	●
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Support for Vocabulary Development		●	●	●
Dictionary Skills		●	●	●
History of the English Language			●	

Handwriting/Penmanship	●	●	●	●
Prehandwriting (Motor) Skills	●	●		
Capital and Lowercase Letters (manuscript)	●	●	●	
Capital and Lowercase Letters (cursive)			●	●
Nondecodable, High-Frequency Words (manuscript)	●	●	●	●
Nondecodable, High-Frequency Words (cursive)			●	●

Oral Communication/Listening/Speaking	●	●	●	●
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