

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 <i>igh</i> | | ● | ● | ● |

| | Grade K | Grade 1 | Grade 2 | Grade 3 |
|--|---------|---------|---------|---------|
| Vowels (<i>continued</i>) | ● | ● | ● | ● |
| • /ō/ Sound of <i>a</i> (as in <i>watch</i> or <i>ball</i>) | | ● | ● | ● |
| • Vowel Quadrigraph <i>eigh</i> | | | ● | ● |
| • Scribal <i>o</i> (/ŭ/ sound of <i>o</i> , 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 | ● | ● | ● | ● |
|----------------|---|---|---|---|

| | | | | |
|---------------------------------|---|---|---|---|
| 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 <i>e</i> Before Adding Vowel Suffixes | | ● | ● | ● |
| Changing Final <i>y</i> to <i>i</i> Before Adding Vowel Suffixes | | | ● | ● |

| | | | | |
|----------------------------------|---|---|---|---|
| Support for Comprehension | ● | ● | ● | ● |
|----------------------------------|---|---|---|---|

| | | | | |
|---|--|---|---|---|
| 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 | ● | ● | ● | ● |
|--|---|---|---|---|