

Suggested Order of Skills		
Grade Level	Skill Domain	Skills (includes instructional sequence)
Kindergarten	Phonological Awareness	<ol style="list-style-type: none"> 1. Listening and Producing Oral Language 2. Rhyming (recognize and produce) 3. Alliteration 4. Sentence Segmentation 5. Syllables (blend and segment)- 1to2 syllable words 6. Onset-rime (blend and segment) 7. Phoneme Comparison, Categorization, and Isolation 8. Blend and Segment Individual Phonemes 9. Phoneme Manipulation (deletion, addition, and substitution) <p>*Skills are for CVC words. *CVC is three phonemes regardless of the number of letters.</p>
	Phonics One-to-One Letter Sound Correspondences	<ol style="list-style-type: none"> 1. One-to-One Letter Correspondences for Consonants: <i>Continuous</i> (a, e, m, i, s, o, l, u, f, n, v, r, z) and <i>Stop</i> (b, t, c, h, j, d, k, w, g, p, y, q, x) 2. One-to-One Letter Correspondences for Short Vowels (a, e, i, o, u) 3. Read VC and CVC Words 4. Identify Differences Between Similarly Spelled Words 5. One-to-One Letter Correspondences for Long Vowels (a, e, i, o, u) 6. Recognize Common Long Vowel Graphemes (a_e, e_e, i_e, o_e, u_e) <p>*Letter names may be taught at the beginning or end of letter sound sequence. *Teachers may introduce second consonant sounds (c, s, g, x)</p>
	Word Recognition	Grade-Appropriate High Frequency Words (including irregular words)
First Grade	Phonological Awareness	<ol style="list-style-type: none"> 1. Distinguish long from short vowel sounds 2. Blend and Segment Individual Phonemes <p>*Skills are for spoken single-syllable words</p>
	Phonics Read Regularly spelled one-syllable words including those with VCe and common vowel team spellings	<ol style="list-style-type: none"> 1. Spelling Correspondences for Consonant Digraphs: <i>Initial</i> (ch, sh, th (thin), th (these), wh) and Combination qu /kw/ 2. Blends: <i>Beginning</i> (pr, tr, gr, br, cr, dr, fr, st, sp, sk, sc, sw, sm, sn, pl, cl, bl, fl, sl, gl, tw) and <i>Ending</i> (ld, lf, sk, st, nk, nt, mb, mp) 3. Contractions ('d, 'll, 'm, 're, 's, 't, 've) 4. VCe Long Vowels (a_e, e_e, i_e, o_e, u_e) 5. Open Syllable Long Vowels (e [me], o [no]) and Y Vowel (y [sky]) 6. Common Long Vowel Patterns (ai, ay, ea, ee, oa, ow, ie, ue, ui) 7. Additional Spelling Correspondences for Consonant Digraphs: <i>Initial</i> (ph) and <i>Final</i> (ch, ck, ph, ng, sh, th) 8. R-controlled (ar, er, or, ir, ur) 9. Common Silent Letter Combinations (wr, kn, mb) <p>*Regularly spelled one-syllable words include VC, CVC, VCC, CVCC, CCVC, and include VCe, r-controlled vowels, blends, and digraph patterns. *Chunks: <i>Short Vowel</i> (-ack, -ad, -am, -an, -ank, -ap, -ash, -at, -aw, -eck, -ed, -ell, -en, -ent, -est, -et, -ick, -ill, -in, -ing, -ink, -ip, -it, -ock, -op, -ot, -uck, -un, -ug, -ut, -ump, -unk), <i>VCe</i> (-ace, -ade, -ake, -ale, -ame, -ane, -ape, -are, -ate, -ice, -ide, -ike, -ile, -ime, -ine, -ite, -oke, -ole, -one, -ope, -ose, -ove), <i>Long Vowel</i> (-ail, -ain, -air, -ay, -eak, -eam, -ear, -eat, -eel, -eep, -eet, -ie, -oat, -ook, -oil, -ue), <i>Additional Teams</i> (-all, -ew, -ind, -ight, -old, -ow, -own, -y) *Long U pattern is usually followed by [oo]. *Teachers may continue second consonant sound (c, s, g, x) instruction.</p>
	Word Recognition	<ul style="list-style-type: none"> • Two-Syllable Words with Short Vowels (closed, open, vowel-r, consonant-le, affixes, compound words) • Common Inflectional Endings (-s [-es, -ies] plural noun, -s third person singular verb, -ed past tense verb, -ing progressive tense verb, -en past participle, 's possessive singular, -er [ier] comparative adjective, -est [iest] superlative adjective) *Some texts identify -er and -est as derivational suffixes. • Grade-Appropriate High Frequency Words (including irregular words)

Second Grade	Phonics Read Regularly spelled one-syllable words with long vowels	<ol style="list-style-type: none"> 1. Trigraphs (dge, igh, tch) 2. Additional R-controlled (air, are, ear, eer, ure, ur-e, ire, ier, ore, oar, w+or [work]) 3. Diphthongs: /oi/ (oi, oy) and /ow/ (ou, ow) 4. Broad O (/aw/ [aw, au, al, o, ough]) and Consonant Digraph gh /f/ 5. Double O Variants: [oo] (oo, u, ou) and /ū/ [oo] (oo, u) 6. Additional Long Vowels: /ā/ (ea, eigh, ei, ey, ag), /ē/ (ey, ie, ei, i), /ī/ (igh, i), /ō/ (oe, o-), and /ū/ (ew, ou) 7. Additional Vowel Spellings: /ea/ (ea), /o/ (al), /u/ (o, oo, ough), /i/ (y) 8. Consonant Clusters (spl, squ) 9. Triple R-blends (scr, str, spr) 10. Consonant Digraphs with R-blends (shr, thr) 11. Schwa sound 12. Second Sounds for Consonants (c,s,g,x) 13. Final e (-ce, -ve, -se) 14. Consonant Doublets (bb, cc, dd, ff, gg, ll, mm, nn, pp, rr, ss, tt, zz) 15. Inconsistent Spelling (s=sh/zh, t=tch, ch=k, si=sh, ci=sh, tion=shun, y= /i/, y= /ē/, i= /ī/) 16. Additional Silent Letters (b [-bt], c [sc-], h [ch, gh, rh, wh], n [gn-, -mn], l [-lf, -lk], p [pn-, ps-], t [st], u [ui] w [wh-])*not an exhaustive list <p>*Initial consonant doublet instruction may have begun in grade K as chunks and continued in grade 1 as two-syllable words. *Second sounds for consonants instruction may have begun in grade K. *Consonant doublets, consonant digraph gh, additional silent letters, and second sounds for consonants are included in inconsistent spelling lists.</p>
	Word Recognition	<ul style="list-style-type: none"> • Two-Syllable Words with Long Vowels (closed, vowel-consonant-e, open, vowel team, vowel-r, consonant-le, affixes, compound words) • Prefixes (un-, mis-, re-, dis), Inflectional Suffixes (-er, -es, -est, -ier, -iest, -ed, -ing, -s), and Derivational Suffixes (-er, -ful, -ish, -y) • Grade-Appropriate High Frequency Words (including irregular words)
Third Grade	Word Recognition	<ul style="list-style-type: none"> • Multisyllabic Words • Prefixes: con [com], dis, in [im], in [im, il, ir], mis, non, over, pre, re, tele, un, under • Derivational Suffixes: able [ible], en, ent [ant], ful, ity [ty], less, like, ly, ment, ness, or [er, ar], sion [tion], tion [ation, ition, ion], y • Grade-Appropriate High Frequency Words (including irregular words) <p>*Derivational suffixes include Latin suffixes.</p>
Fourth Grade	Word Recognition	<ul style="list-style-type: none"> • Multisyllabic Words • Prefixes: cent [centi], de, dec [deca], ex, mon [mono], multi, oct [oct, octa, octo], pent [penta], poly, quad, semi • Suffixes: ance [ence], ery [ory, ary] • Roots: act, anim, aqua, ast [astr, aster, astran], aud, biblio, bio, cap, chron, cycle, dent, dic [dict], graph, gram, hydr, man, mech, mega, meter [metron], mot [mov], oid, path, phone [phon, phono], photo, port, ques [quir, quis, quer], rupt, san, scope, sign, spec [spect], spir, sym [syn], tain [ten] tele, terra, tract, voc [vok], vol, vid [vis]
Fifth Grade	Word Recognition	<ul style="list-style-type: none"> • Multisyllabic Words • Prefixes: anti, en [em], fore, inter, mid, pro, sub, super, trans • Suffixes: al [ial], ative [itive, ive], ic, logy [ology], ous [ious, eous] • Roots: eco, equi [equa], fin, forc [fort], fract [frag], gen, geo, grac [grat], ject, jud, jur [juris], langu [lingu], lateral, log [logo, logue], macro, micro, opt, ped [pede], phobia [phobe, phobie], phys, pon [posit], psych, schem, sci, struct, scrib [script], therm

Suggested Order of Skills-Narrow List

Grade Level	Skill Domain	Skills (includes instructional sequence)
Kindergarten	<p align="center">Phonological Awareness</p>	<ol style="list-style-type: none"> 1. Rhyme (recognize and produce) 2. Sentence Segmentation 3. Syllables (blend and segment)- 1 to 2 syllable words 4. Onset-rime (blend and segment) 5. Blend and Segment Individual Phonemes <p>*Skills are for CVC words. *CVC is three phonemes regardless of the number of letters.</p>
	<p align="center">Phonics One-to-One Letter Sound Correspondences</p>	<ol style="list-style-type: none"> 1. One-to-One Letter Correspondences for Consonants: <i>Continuous</i> and <i>Stop Sounds</i> 2. One-to-One Letter Correspondences for Short Vowels 3. Read VC and CVC Words 4. Identify Differences Between Similarly Spelled Words 5. One-to-One Letter Correspondences for Long Vowels 6. Recognize Common Long Vowel Graphemes <p>*Letter names may be taught at the beginning or end of letter sound sequence.</p>
	<p align="center">Word Recognition</p>	<p>Grade-Appropriate High Frequency Words (including irregular words)</p>
First Grade	<p align="center">Phonological Awareness</p>	<ol style="list-style-type: none"> 1. Distinguish long from short vowel sounds 2. Blend and Segment Individual Phonemes <p>*Skills are for spoken single-syllable words</p>
	<p align="center">Phonics</p>	<ol style="list-style-type: none"> 1. Spelling Correspondences for Consonant Digraphs: <i>Initial Digraphs</i> and Combination qu /kw/ 2. Blends: <i>Beginning</i> and <i>Ending Patterns</i> 3. Contractions 4. VCe Long Vowels 5. Open Syllable Long Vowels 6. Y Vowel (y [sky]) 7. Common Long Vowel Patterns 8. Additional Spelling Correspondences for Consonant Digraphs: <i>Initial</i> and <i>Final Sounds</i> 9. R-controlled 10. Common Silent Letter Combinations <p>*Regularly spelled one-syllable words include VC, CVC, VCC, CVCC, CCVC, and include VCe, r-controlled vowels, blends, and digraph patterns.</p>
	<p align="center">Word Recognition</p>	<ul style="list-style-type: none"> • Two-Syllable Words with Short Vowels • Common Inflectional Endings • Grade-Appropriate High Frequency Words (including irregular words)

Second Grade	Phonics	<ol style="list-style-type: none"> 1. Trigraphs 2. Additional R-controlled 3. Diphthongs 4. Broad O and Consonant Digraph gh /f/ 5. Double O Variants 6. Additional Long Vowels 7. Additional Vowel Spellings 8. Consonant Clusters 9. Triple R-blends 10. Consonant Digraphs with R-blends 11. Schwa sound 12. Second Sounds for Consonants 13. Final e (-ce, -ve, -se) 14. Consonant Doublets 15. Inconsistent Spelling 16. Additional Silent Letters
	Word Recognition	<ul style="list-style-type: none"> • Two-Syllable Words with Long Vowels • Prefixes, Inflectional Suffixes, and Derivational Suffixes • Grade-Appropriate High Frequency Words (including irregular words)
Third Grade	Word Recognition	<ul style="list-style-type: none"> • Multisyllabic Words • Prefixes • Derivational Suffixes • Grade-Appropriate High Frequency Words (including irregular words)
Fourth Grade	Word Recognition	<ul style="list-style-type: none"> • Multisyllabic Words • Prefixes • Suffixes • Roots
Fifth Grade	Word Recognition	<ul style="list-style-type: none"> • Multisyllabic Words • Prefixes • Suffixes • Roots