



Sound-Spelling Sequence Chart

The following lesson sets use this resource:

- Introducing Phonograms
- Reviewing Phonograms
- Reading Words with Phonograms
- Introducing Sound-Spellings
- Reviewing Sound-Spellings

#	Sound-Spelling	Clue	Explanatory Sentence	Note
1	n=/n/	nap	He naps at noon.	
2	a=/ă/	apple	The apple cries "aaa."	This is the first vowel taught in the program. It is a short vowel. The term "short vowel" is commonly used. Call this "short A." This is the first lesson that includes decoding. Use the Sounding Out Routine to read "an" using /a/ and /n/.
3	t=/t/	teeth	It's time to brush her teeth.	
4	i=/ĭ/	iguana	The iguana sees the insect.	Tell students /ĭ/ is a short vowel. Explain double letters. Tell students that the word "inn" can be read using the two Ns as one sound. Tell students to pronounce the sound just one time.
5	m=/m/	muffins	Mmm! Muffins!	Remind students that double letters are pronounced with one sound.
6	l=/l/	lollipop	She licks the lollipop.	If needed, remind students that double letters are pronounced with one sound.
7	d=/d/	dog	The dog digs in the dirt.	
8	s=/s/	snake	The snake hisses.	If needed, remind students that double letters are pronounced with one sound.
9	p=/p/	penguin	The penguin prefers popcorn.	
10	r=/r/	run	He runs the race.	
11	b=/b/	bear	The brown bear walks around.	
12	f=/f/	fish	Five fish swim.	If needed, remind students that double letters are pronounced with one sound.
13	e=/ĕ/	elephant	The elephant listens.	Tell students this is a short vowel.



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14	g=/g/	gorilla	The gruff gorilla grunts.	
15	u=/ü/	umbrella	They're stuck under the umbrella.	Tell students this is a short vowel.
16	h=/h/	heart	Hear the heartbeat.	
17	o=/ö/	octopus	The octopus turns on the light.	Tell students this is a short vowel.
18	c=/k/	cut	Cora cuts her hair.	
19	sh=/sh/	sh	Shhh ... Don't shout	This is the first digraph students learn. Explain that two letters make one sound, that they are a letter team. It can also be called a digraph. See the Instructional Guide for information about which terminology to use.
20	o=/ō/	toads	The toads croak.	This is the first long vowel taught and the first letter with multiple pronunciations. Explain that long sounds make the same sound as the name of the letter, like O. Explain that the letter O has more than one pronunciation. Compare the octopus and toad cards and the spellings of O on both.
21	w=/w/	wash	He will wash the windows.	
22	ed=/d/	past tense	The dog growled and roamed looking for a bone.	This is the past tense. Explain what the past tense means. Explain that this usually appears at the end of a word. Explain that it can be pronounced in three ways. Show that the past tense card has three pronunciations on it.
23	ed=/t/	past tense	The dog wished and hoped for a bone.	This is the other pronunciation of the past tense. You can teach it on the same day as the /d/ pronunciation. It is not necessary to explain why the sound is sometimes /d/ and sometimes /t/. Explain that this is another example where a sound-spelling has more than one sound. Explain that this usually appears at the end of a word. Remind students what the past tense means.
24	ed=/əd/	past tense	The dog wanted and needed to find the bone.	This is the third pronunciation for the past tense. You can teach it on the same day as the other sound-spellings or on the next day. Ask students to tell you what the past tense means. Explain that the E and D say /ed/.
25	k=/k/	cut	Cora cuts her hair.	This is the first case where the same sound has more than one spelling. Explain that the clue word is the same for both spellings.

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26	or=/or/	horse	The horse eats corn.	This is the first vowel-R sound-spelling. Explain that there are sound-spellings where a vowel letter is before an R. If you are teaching syllable types, tell students that the vowel-R sound-spelling goes in vowel-R syllables.
27	ar=/ar/	shark	The shark plays guitar.	This is another vowel-R sound-spelling. If you are teaching syllable types, remind students that the vowel-R sound-spelling goes in vowel-R syllables
28	s=/s/	plural	The goats eat the plants.	Ask students what sound the S from the snake clue card says. Explain to students that when there is one S at the end of many words, that means it is plural. It tells you there is more than 1 of something. Give the students the example sentence and point out that goats and plants are plural and that S says /s/ and means there are 2 or more of something.
29	s=/z/	plural	The turtles play in the reeds.	You can teach this on the same day as the S /s/ plural or another day. Tell students that they will learn about the letter Z later (no other explanation is needed; it comes later because there are very few Z words). Explain that the letter S makes the /z/ when the S is at the end of the word. Ask students to remind you what one S at the end of a word usually means. They should say it is plural. State again that the plural S sometimes makes the /z/ sound, so we use the Zoom card for the /z/ sound--which is why it is on the card. Use the example sentence to illustrate. Explain the meaning of "reeds" if needed.
30	es = /əz/	plural	The horses smell the roses.	It would be best to wait to teach this sound-spelling for a day or two for students to get used to the /s/ and /z/ forms of the past tense. Ask students what S at the end of the word means and then the pronunciations for the past tense. Then explain that the E and S say /əz/, which is a little different from S = /z/ Explain that sometimes the letter E before the S makes this sound. Point out that the elephant clue card is there to remind students that es has the E that says /e/ and the S that says /z/. Use the example sentence to illustrate.
31	ck=/k/	cut	Cora cuts her hair.	Remind students that the same sounds can have more than one pronunciation. This is the third spelling for the /k/ sound, so explain that there can be more than 2 spellings for some sounds. This is also a letter team.

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				Ask students to explain what a letter team is. A letter team can also be called a digraph.
32	c=/s/	snake	The snake hisses.	This is another letter than has more than one sound. Remind students that the same sound can have more than one spelling. You can explain that the C usually makes the /s/ sound when E, I, or Y comes after it-- and /k/ in most other cases. (This is sometimes called "soft C"--versus the C = /k/ "hard C," but that is not necessary language.)
33	er=/er/	turtle	The thirsty turtle slurps.	This is another vowel-R sound-spelling. If you are teaching syllable types, remind students that the vowel-R sound-spelling goes in vowel-R syllables.
34	a=/ā/	whale	The gray whale slaps its tail.	This is the third long vowel. Remind students that long vowels say the same sound as the alphabet letter.
35	a-e=/ā/	whale	The gray whale slaps its tail.	This is the first vowel-consonant-E word. Teach it as a pattern of its own. It can be called A-consonant-E. The vowel-consonant-E patterns consist of a letter, some other consonant, and the letter E. When students see that pattern, they say the long A sound. Make sure students know this sound-spelling is called A-consonant-E and explain that A-consonant-E makes the sound A. Explain that this is another spelling for the long-A sound already taught with A alone. Do not teach the magic E rule. If you are teaching syllable types, explain that syllables with this pattern are vowel-consonant-E syllables. It can be called a "stable final syllable," but it is not recommended to explain it that way.
36	i=/ī/	tiger	The tiger flies the kite at night.	This is the second long vowel. Review the idea of the long vowel. Share that this is another letter that has more than one sound. If you are teaching students about syllable types, tell students that syllables with a vowel-consonant-E sound spelling are called vowel-consonant-E syllables.
37	i-e=/ī/	tiger	The tiger flies the kite at night.	This is another vowel-consonant-E sound-spelling. Explain that this is another spelling of the long-I sound already taught. If you are teaching syllable types, remind students that this goes in a vowel-consonant-E syllable
38	e=/ē/	sheep	The sheep dream.	This is the fourth long vowel. Review the idea of the long vowel (and how vowel letter names are also long vowels).

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39	ea=/ē/	sheep	The sheep dream.	This is another letter team. It is taught immediately after the single-letter E long vowel, so review that the same sound can have more than one spelling. It is sometimes called a digraph because the two letters make one sound. (This is also sometimes called a vowel team, but it is easier to call it a letter team.) If you are teaching syllable types, tell students that this sound-spelling is part of a digraph syllable.
40	y=/ē/	sheep	The sheep dream.	Explain that this is the third spelling for the long-E sound. Students may know Y from the beginning of words. If helpful, mention that Y says the long-E sound very often, usually at the ends of words. This applies mostly to polysyllabic (say "multisyllable or multiple-syllable") words, so teach some polysyllabic words using the same word-reading routine. Use shorter words like happy to make these easy to read.
41	ch=/ch/	cheetah	The cheetah is champion.	This is another letter team. Review what this means. Use the term digraph depending on guidance from others.
42	ing=/ɪŋg/	king	The king can sing.	Explain that ING is a rhyming team (or use another term you prefer). Those letters say /ing/ together, often at the end of a word. Tell students that the ING often means that someone is in the middle of doing something, but not always.
43	ng=/ng/	king	The king can sing	Explain that the clue for king also applies to words with the letters NG. Explain that it does not say /ing/ but this is a letter team that says /ng/ like in song.
44	ee=/ē/	sheep	The sheep dream.	This is another letter team and another spelling for long E. It can be called a digraph. If you are teaching syllable types, remind students that this sound-spelling goes in a letter team syllable (it is sometimes called a vowel team syllable or digraph syllable).
45	le=/əl/	consonant-le	My uncle chuckled at the riddle.	This the consonant-LE sound-spelling. Explain to students that when the see a some letter and then L and E together, the LE says /ul/. You can tell them that the letters in the box are most of the letters that can be used there. If you are teaching syllable types, tell students that these are called "consonant-LE syllables."
46	ai=/ā/	whale	The gray whale slaps its tail.	This is another letter team. Review what this means. Use the term digraph or vowel team depending on guidance from others. If you are teaching syllable

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				types, remind students it is part of a vowel team/ letter team / digraph syllable.
47	ur=/er/	turtle	The thirsty turtle slurps.	This R-controlled letter team pattern. Explain that it is another spelling for the /er/ sound.
48	j=/j/	juggle	He juggles jewelry and gems.	This is primary spelling for the /j/ sound.
49	g=/j/	juggle	He juggles jewelry and gems.	This is another letter than has more than one sound. G says /g/ and /j/. There are also two spellings for the /j/ sound. You can explain that the G often makes the /j/ sounds when an E, I, or Y comes after it--and it says /g/ in most other cases. (This is sometimes called a "soft G," but that terminology is not necessary.)
50	ou=/ow/	mouse	The mouse frowns.	This another letter team. It can also be called a digraph or vowel team. If you are teaching syllable types, explain that it goes in a letter team / vowel team / digraph syllable. /ow/ is actually a diphthong (the mouth moves as the vowel is pronounced). Diphthongs are characteristics of spoken language and these are still considered single sounds. Diphthong pronunciations should still be regarded as letter teams, vowel teams, or digraphs If teaching syllable types review the letter team / vowel team / digraph syllable type. If helpful, show students how the mouth changes shape as they make the sound, but this is not necessary.
51	e=-/	silent E	Sometimes the letter E makes no sound.	Explain that the letter E sometimes has no sound, usually at the end of a word and in that case they just do not say anything. Explain that the E can be important because it can also remind you how to say some sounds. For example, it can remind you that the G says the /j/ sound when it comes before an E and C says the /s/ sound before an E.
52	v=/v/	volcano	The volcano is volatile.	Explain the meaning of "volatile" if needed.
53	ow=/ō/	toads	The toads croak.	This is a letter team--also called a vowel team or digraph. If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable.
54	oo=/oo/	raccoon	The raccoon eats noodles.	This is a letter team--also called a vowel team or digraph. If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable.
55	o-e=/ō/	toads	The toads croak.	This is another vowel-consonant-E sound-spelling. Explain that this is another spelling of the long-O

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				sound already taught. If you are teaching syllable types, remind students that this goes in a vowel-consonant-E syllable.
56	ay=/ā/	whale	The gray whale slaps its tail.	This is a letter team--also called a vowel team or digraph. If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable.
57	th=/th/	throw	Throw the ball to your brother.	This is another letter team. Note that TH has two pronunciations (voiced and unvoiced), but they have just one card. Explain to student that the sentence "Throw the ball to your brother" has one word with the /th/ sound (unvoiced) and one with the /th*/ sound, voiced. The clue card can be remembered as the "throw" card or the "throw to your brother" clue card. This is a letter team.
58	th=/th#/	throw	Throw the ball to your brother.	Teach this on the same day at the unvoiced TH. You can have students feel their voice box to illustrate the difference in pronunciation. This is a letter team.
59	oa=/ō/	toads	The toads croak.	This is another letter team spelling for the long O sound.
60	ow=/ow/	mouse	The mouse frowns.	This is a letter team--also called a vowel team or digraph (the phoneme is a diphthong). If teaching syllable types, this sound-spelling is part of a letter team /vowel team/ digraph syllable. Remind students the OW says both /ow/ and long-o very often, so students will need to be flexible in how they try to pronounce the letters OW.
61	igh=/ī/	tiger	The tiger flies the kite at night.	This is the only three-letter vowel letter team taught here. It is technically a trigraph; talk with others about whether they need this terminology. It can also be called a letter team or vowel team if using that language.
62	tch=/ch/	cheetah	The cheetah is champion.	Explain that this is another three-letter letter team (but not a vowel team) and another spelling of the /ch/ sound.
63	oo=/ū/	cook	The cook reads a book.	This is a letter team--it could also be called a vowel team or digraph. Explain that the letters OO can say this sound or the sound in spoon. If you are teaching syllable types, this goes in a letter team / digraph / vowel team syllable.
64	z=/z/	zoom	Zigzag and zoom!	This is the second spelling for the /z/ sound. Remind students that sounds can have more than one spelling.

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65	a=/ɔ̃/	octopus	The octopus turns on the light.	This is another pronunciation for the letter A. You can explain that this pronunciation is used most often when it is after W or part of the phonogram "all."
66	ea=/ĕ/	elephant	The elephant listens.	This is a letter team--it could also be called a vowel team or digraph. Explain that the letters EA can say this sound or the long E sound in eat. If you are teaching syllable types, this goes in a letter team / digraph / vowel team syllable.
67	x=/ks/	fox	The fox writes an X in every box.	Note that X comprises the sounds /k/ and /s/. Students do not need to know this as long as they can pronounce it correctly.
68	aw=/aw/	octopus	The octopus turns on the light.	This is a letter team--it could also be called a vowel team or digraph. If you are teaching syllable types, this goes in a letter team / digraph / vowel team syllable.
69	ir=/er/	turtle	The thirsty turtle slurps.	This is another vowel-R sound-spelling. If you are teaching syllable types, remind students that the vowel-R sound-spelling goes in vowel-R syllables.
70	qu=/kw/	queen	The queen counts quarters.	Refer to QU as a letter team even though there are actually two sounds.
71	oi=/oy/	toy	That is a noisy toy!	This is a letter team--also called a vowel team or digraph (the phoneme is a diphthong). If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable.
72	ey=/ĕ/	sheep	The sheep dream.	This is a letter team--it could also be called a vowel team or digraph and another spelling for the long-E sound. If you are teaching syllable types, this goes in a letter team / digraph / vowel team syllable.
73	wh=/w/	wash	He will wash the windows.	This is another spelling of the /w/ sound.
74	y=/y/	yo-yo	The yellow yo-yo spins.	This is the consonant pronunciation of Y. Contrast it with the long-E and long-I spellings. You can tell students that the long-E sound usually comes at the end of longer words and that the long-I usually comes at the end of short one-syllable words.
75	y=/ī/	tiger	The tiger flies the kite at night.	Explain that this is another spelling of the long I sound and that Y makes both the long-I and long-E sounds. Note again that Y has a different sound at the beginning of words if helpful.
76	or=/er/	turtle	The thirsty turtle slurps.	This is another vowel-R sound-spelling. Explain that it is another spelling for the /er/ sound. Explain that the

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				letter OR can make two different sounds, /or/ and /er/ and that the OR spelling of /er/ often occurs at the end of longer words. If you are teaching syllable types, remind students that the vowel-R sound-spelling goes in vowel-R syllables.
77	au=/au/	octopus	The octopus turns on the light.	This is a letter team--it could also be called a vowel team or digraph. If you are teaching syllable types, this goes in a letter team / digraph / vowel team syllable.
78	u=/yoo/	unicorn	The music amuses the unicorn.	This is the long U sound. Review the idea of long vowels. If you are teaching syllable types, the single-letter U pronounced with long-U (or /oo/) usually comes at the end of a syllable and those are called an open syllable.
79	u=/oo/	raccoon	The raccoon eats noodles.	This is similar to the long U sound but lacks the /y/ sound at the beginning of long U. Contrast the two pronunciations. Have students practice words with U = /oo/ first but practice reading long U words also. Explain the meaning of "amuses" if needed.
80	y=/i/	iguana	The iguana sees the insect.	This is another spelling for /i/ and the fourth sound made by the letter Y. Contrast it with the other Y pronunciations. During Sounding Out, focus on reading words with the /i/ pronunciation first. Then, read words with other pronunciations of Y.
81	oy=/oy/	toy	That is a noisy toy!	This is a letter team--also called a vowel team or digraph (the phoneme is a diphthong). If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable.