

## Appendix B: LETRS Scope and Sequence for Word Study, Reading, and Spelling

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This chart is based on customary placement in reading and spelling curricula. There is no one accepted scope and sequence in the field. Grade levels for reading and spelling are approximate and will vary in appropriateness according to students' achievement levels. The progression is intended to move gradually from simple to more complex linguistic constructions.

Consistent Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Predictable consonants: <i>m, s, t, l; p, f, c (/k/), n; b, r, j, k; v, g (/g/), w, d; h, y, z, x</i>	K	K	him, napkin
Predictable short vowels: /ă/, /ĭ/, /ɔ̄/, /ŭ/, /ē/ spelled with <i>a, i, o, u, e</i>	K	K-1	wet, picnic
Long vowel sounds associated with single letters <i>a, e, i, o, u</i> ; open syllables in one-syllable words	K	K-1	me, he, we, be, so, no, hi
Consonant digraphs: <i>sh, ch, wh, th, ng</i>	K-1	1	chin, fish, then
Two-consonant blends: <i>qu, st, sm, sn, -st, -ft, -lp; sk, sl, cr, cl, tr, dr, etc.</i>	1	1-2	dragon, slaps
Three-consonant blends and blends with digraphs: <i>squ, str, scr, thr, shr</i>	2	2-3	<u>str</u> ong, <u>scr</u> ape
Variable, More Challenging Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Single consonants: /s/ = <i>c, s, z</i> ; /z/ = <i>s, z</i> ; /k/ = <i>k, c, -ck</i> after a short vowel; /j/ = <i>j, g</i>	1	1-2	re <u>su</u> lt, ce <u>n</u> t, ro <u>ck</u>
Hard and soft <i>c</i> and <i>g</i> alternation, across a larger body of words	1	2-3	carry, center; girl, gentle
Final consonant blends with nasals: <i>nt, nd, mp, nk</i>	1	2-3	si <u>nk</u> , sa <u>nk</u> , su <u>nk</u> ; du <u>mp</u> , te <u>nt</u>
VCe long vowel pattern in single-syllable words	1	1	wa <u>ge</u> , the <u>me</u> , fi <u>ne</u> , do <u>ze</u> , cu <u>te</u> /ru <u>de</u>
Vowel teams for long vowel sounds, most common: <i>ee, ea; ai, ay; oa, ow, oe; igh</i>	1	2	see <u>k</u> , mea <u>t</u> , sno <u>w</u> , bo <u>at</u> , to <u>e</u> , sta <u>y</u> , ma <u>il</u> , fi <u>gh</u> t
Vowel-r combinations, single syllables: <i>er, ar, or, ir, ur</i>	1	2	po <u>rt</u> , bi <u>rd</u> , tu <u>rn</u> , he <u>r</u>
Digraphs <i>ph (/f/), gh (/f/), ch (/k/ and /sh/)</i>	2	2-3	<u>ph</u> one, cou <u>gh</u> , <u>sch</u> ool, ma <u>ch</u> ine
Trigraphs <i>-tch (/ch/), -dge (/j/)</i>	2	2-3	swi <u>tch</u> , ju <u>dge</u>
Other vowel-r combinations: <i>are, air, our, ore, ear, eer, ure, etc.</i>	2	2-3	ha <u>re</u> , ha <u>ir</u> ; fo <u>r</u> , fo <u>ur</u> , fo <u>re</u> ; be <u>ar</u> , he <u>ar</u> t
Diphthongs and vowels /aw/ and /oo/: <i>oi, oy; ou, ow; au, aw; oo, u</i>	1-2	2-3	toi <u>l</u> , boyfri <u>end</u> , bo <u>u</u> t, to <u>we</u> r, au <u>di</u> o, cla <u>ws</u> , too <u>k</u> , pu <u>t</u>
All jobs of <i>y</i> (as consonant /y/; as /ī/ on ends of one-syllable words like <i>cry</i> ; as /ē/ on ends of multisyllabic words like <i>baby</i> ; as /i/ in a few words like <i>gym, myth</i> )	1	2	ye <u>ll</u> ow, tr <u>y</u> , can <u>dy</u> , gym
Silent letter combinations, Anglo-Saxon words	2	3	k <u>ne</u> w, ca <u>l</u> m, co <u>mb</u> , gh <u>o</u> st, w <u>ri</u> te
The <i>-ild, -ost, -old, -olt, -ind</i> pattern	2	2	wi <u>ld</u> , mo <u>st</u> , co <u>ld</u> , fi <u>nd</u>
Irregular spellings of high-frequency words	K-3	K-3	the <u>y</u> , eno <u>ugh</u> , o <u>f</u> , be <u>e</u> n, we <u>r</u> e, sa <u>i</u> d, the <u>r</u> e

Six Syllable Types and Oddities in Multisyllabic Words			
Syllable Type	For Reading	For Spelling	Examples
Closed: short vowel ending with consonant	1	2	<u>sister</u> , <u>Sep-tember</u>
Open: long vowel, no consonant ending	1	2	<u>robot</u> , <u>behind</u> , <u>music</u>
Vowel-consonant-e (VCe), long vowel sound	2	2	<u>compete</u> , <u>suppose</u>
Vowel-r combinations	2	2	<u>por-ter</u> , <u>hurdle</u>
Vowel teams: long, short, and diphthong vowels	2	3	<u>meatloaf</u> , <u>neighbor</u> , <u>Toyland</u>
Consonant-le (Cle), final syllables	2	3	<u>eagle</u> , <u>stubble</u>
Multisyllabic word construction and division principles: VC/CV, V/CV, VC/V, CV/VC	2–3	3	com-mit-ment, e-vent, ev-er-y, po-et
Oddities and schwa	2	3+	active, atomic, nation
Orthographic Rules and Generalizations			
Rule/Principle	For Reading	For Spelling	Examples
No word ends in <i>v</i> or <i>j</i>	1	2–3	have, love, move; wage, huge, ridge, dodge
Floss rule ( <i>f, l, s, z</i> doubling)	1	1	stuff, well, miss, jazz
Consonant doubling rule for suffix addition	1	2–3	beginning
Drop silent <i>e</i> for suffix addition	1	2–3	scared, likable
Change <i>y</i> to <i>i</i> for suffix addition	1	2–3	studying, cried, candied
Other Aspects of Orthography			
Homophones	2	2–3	to, two, too
Contractions with <i>am, is, has, not</i>	1	2	I'm, he's, she's, isn't, don't
Contractions with <i>have, would, will</i>	2	3	I've, he'd, they'll
Possessives and plurals	1–3	1–3+	house's, houses, houses'; its; hers, theirs
Basic Morphology (Anglo-Saxon and Latin)			
Morpheme Construction	For Reading	For Spelling	Examples
Compounds	1	2	sunshine, breakfast, fifty-one
Inflectional suffixes: inflectional suffix on single-syllable base words with no spelling change (e.g., <i>help, helps, helped, helping</i> )	1	1–2	walks, walking, walked; wanted, dogs, wishes; redder, reddest
Inflectional suffixes: inflectional suffix on single-syllable base words with spelling change	1–2	2–3	caring, loved, cries
Irregular past tense and plurals	1–3	1–3	ran, went, bent, left, sold; wolf, wolves; shelf, shelves
Common prefixes	1	2	un-, dis-, in-, re-, pre-, mis-, non-, ex-
Less common prefixes	2	3+	fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, post-
Common derivational suffixes	2	2–3	-y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en
Common Latin roots	3	3+	port, form, ject, spect, dict, tend, fer