

Scope and Sequence Alignment

LETRS

Just Right Reader

Kindergarten
First Grade
Second Grade

2024-2025

Click [here](#) to view Just Right Reader's Library Progression

KINDERGARTEN

Consistent Phoneme-Grapheme Correspondences

[Back to the top](#)

- Predictable consonants:
 - *m, s, t, l*
 - *p, f, c (/k/), n*
 - *b, r, j, k*
 - *v, g (/g/), w, d*
 - *h, y, z, x*
- Predictable short vowels: */ă/, /ĩ/, /ö/, /ü/, /ë/*
- Long vowel sounds: associated with single letters (*a, e, i, o, u*); Open syllables in one-syllable words
- Consonant Digraphs: *sh, ch, wh, th, ng*

Set 1 (Pre-Emergent)

Beginning Sounds: *m, s, a, t, d*

Set 4 (Pre-Emergent)

Beginning Sounds: *k, v, p, b, y, e*

Early Decodables (Kindergarten)

Reading Short CVC Word

Sentences

Set 8 (Kindergarten)

Short o CVC

Set 12a (Kindergarten)

Introduction to Digraph: *sh*

Set 15a (Kindergarten)

Introduction to Digraph: *wh*

Set 2 (Pre-Emergent)

Beginning Sounds: *i, c, o, n, f*

Set 5 (Pre-Emergent)

Beginning Sounds: *j, qu, x, z*

Set 6 (Kindergarten)

Short a CVC

Set 9 (Kindergarten)

Short u CVC

Set 13a (Kindergarten)

Introduction to Digraph: *th*
[voiced; unvoiced]

Set 15 (First Grade)

Digraph: *wh*

Set 3 (Pre-Emergent)

Beginning Sounds: *r, u, l, w, g, h*

Word Books (Pre-Emergent)

Blending CVC Words

Set 7 (Kindergarten)

Short i CVC

Set 10 (Kindergarten)

Short e CVC

Set 14a (Kindergarten)

Introduction to Digraph: *ch*

FIRST GRADE

Consistent Phoneme-Grapheme Correspondences

[Back to the top](#)

<ul style="list-style-type: none"> Consonant Digraphs: sh, ch, wh, th, ng Two-consonant blends: qu, st, sm, sn, -st, -ft, -lp; sk, sl, cr, cl, tr, dr, etc. 	Set 5 (Pre-Emergent) Beginning Sounds: j, qu, x, z	Set 11 (First Grade) Digraphs: sh, ck	Set 12 (First Grade) Digraph: th
	Set 13 (First Grade) Digraph: ch	Set 14 (First Grade) Digraph: -ng	Set 15 (First Grade) Digraph: wh
	Set 16 (First Grade) L-Blends	Set 17 (First Grade) S-Blends	Set 18 (First Grade) R-Blends
	Set 22 (First Grade) -st, -ft, -ct, -pt	Set 23 (First Grade) -lt, -lk	Set 24 (First Grade) -ld, -lf, -lp
	Set 25 (First Grade) -sk, -mp		

Variable, More Challenging Phoneme-Grapheme Correspondences

[Back to the top](#)

<ul style="list-style-type: none"> /s/ = c, s; /z/ = s, z; /k/ = k, c, -ck after a short vowel; /j/ = j, g Hard and soft c and g alteration, across a larger body of words Final consonant blends with nasals: nt, nd, mp, nk VCe long vowel pattern in single-syllable words Vowel teams for long vowel sounds, most common: ee, ea; ai, ay; oa, ow, oe; igh Vowel-r combinations, single syllables: er, ar, or, ir, ur 	Set 1 (Pre-Emergent) Beginning Sounds: m, s, a, t, d	Set 2 (Pre-Emergent) Beginning Sounds: i, c, o, n, f	Set 4 (Pre-Emergent) Beginning Sounds: k, v, p, b, y, e
	Set 5 (Pre-Emergent) Beginning Sounds: j, qu, x, z	Set 11 (First Grade) Digraphs: sh, ck	Set 16 (First Grade) Inflectional Endings: No Changes (-s, -es, -ing)
	Set 21 (First Grade) -nd, -nk, -nt	Set 25 (First Grade) -sk, -mp	Set 26 (First Grade) Long Vowel a_e
	Set 27 (First Grade) Long Vowel i_e	Set 28 (First Grade) Long Vowel o_e	Set 29 (First Grade) Long Vowels u_e and e_e
	Set 31 (First Grade) R-Controlled ar	Set 32 (First Grade) R-Controlled or	Set 33 (First Grade) R-Controlled er
	Set 34 (First Grade)	Set 35 (First Grade)	Set 36 (Second Grade)

<ul style="list-style-type: none"> Diphthongs and vowels /aw/ and /oo/: oi, oy; ou, ow; au, aw; oo, u All jobs of y 	<p>R-Controlled ir, ur</p> <p>Set 37 (Second Grade) Long a Vowel Teams: ai, ay</p> <p>Set 40 (Second Grade) Diphthongs: oy, oi</p> <p>Set 43 (Second Grade) Diphthongs: ow, ou</p>	<p>Words Ending in y</p> <p>Set 38 (Second Grade) Long o Vowel Teams: oa, oe, ow</p> <p>Set 41 (Second Grade) Vowel Team: oo</p>	<p>Long e Vowel Teams: ee, ea, ey</p> <p>Set 39 (Second Grade) Long i Vowel Teams: ie, igh</p> <p>Set 42 (Second Grade) Vowel Teams: au, aw, augh</p>
Orthographic Rules and Generalizations Back to the top			
<ul style="list-style-type: none"> Floss rule Suffix addition <ul style="list-style-type: none"> Consonant doubling rule Drop silent e Change y to i 	<p>Set 17 (First Grade) Double Consonants (ff, ll, ss)</p> <p>Set 32 (First Grade) Inflectional Endings: With Changes (-ed)</p>	<p>Set 18 (First Grade) Double Consonants (dd, zz)</p> <p>Set 33 (First Grade) Inflectional Endings: With Changes (-ing)</p>	<p>Set 31 (First Grade) Inflectional Endings: With Changes (-s, -es)</p>
Other Aspects of Orthography Back to the top			
<ul style="list-style-type: none"> Contractions: with <i>am, is, has, not</i> Possessives and plurals 	<p>Set 16 (First Grade) Inflectional Endings: No Changes (-s, -es, -ing)</p>	<p>Set 19 (First Grade) Contractions</p>	<p>Set 31 (First Grade) Inflectional Endings: With Changes (-s, -es)</p>
Basic Morphology (Anglo-Saxon and Latin) Back to the top			
<ul style="list-style-type: none"> Compounds Inflectional suffix on single-syllable base words with no spelling change (e.g., <i>help, helps, helped, helping</i>) Inflectional suffix on single-syllable base words with spelling change 	<p>Set 16 (First Grade) Inflectional Endings: No Changes (-s, -es, -ing)</p> <p>Set 33 (First Grade) Inflectional Endings: With Changes (-ing)</p>	<p>Set 31 (First Grade) Inflectional Endings: With Changes (-s, -es)</p> <p>Set 49 (Second Grade) Multisyllabic Words</p>	<p>Set 32 (First Grade) Inflectional Endings: With Changes (-ed)</p>

SECOND GRADE

Variable, More Challenging Phoneme-Grapheme Correspondences

[Back to the top](#)

<ul style="list-style-type: none"> • Digraphs: <i>ph</i> (/f/), <i>gh</i> (/f/), <i>ch</i> (/k/ and /sh/) • Tigraps: <i>-tch</i> (/ch/), <i>-dge</i> (/j/) • Other vowel-r combinations: <i>are</i>, <i>air</i>, <i>our</i>, <i>ore</i>, <i>ear</i>, <i>eer</i>, <i>ure</i>, etc. • Diphthongs and vowels /aw/ and /oo/: <i>oi</i>, <i>oy</i>, <i>ou</i>, <i>ow</i>; <i>au</i>, <i>aw</i>; <i>oo</i>, <i>u</i> • Silent letter combinations, Anglo-Saxon words • The <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, <i>-ind</i> patterns 	<p>Set 21 (<i>First Grade</i>) -nd, -nk, -nt</p> <p>Set 24 (<i>First Grade</i>) -ld, -lf, -lp</p> <p>Set 40 (<i>Second Grade</i>) Diphthongs: oy, oi</p> <p>Set 43 (<i>Second Grade</i>) Diphthongs: ow, ou</p> <p>Set 50 (<i>Second Grade</i>) Silent Letters: gn, kn, wr, mb</p>	<p>Set 22 (<i>First Grade</i>) -st, -ft, -ct, -pt</p> <p>Set 30 (<i>First Grade</i>) Trigraphs -dge and -tch</p> <p>Set 41 (<i>Second Grade</i>) Vowel Team: oo</p> <p>Set 48 (<i>Second Grade</i>) Long a Vowel r /air/ Long e vowel r /ear/</p>	<p>Set 23 (<i>First Grade</i>) -lt, -lk</p> <p>Set 35 (<i>First Grade</i>) Digraph: ph</p> <p>Set 42 (<i>Second Grade</i>) Vowel Teams: au, aw, augh</p> <p>Set 49 (<i>Second Grade</i>) Multiple Sounds of ough</p>
---	---	---	--

Other Aspects of Orthography

[Back to the top](#)

<ul style="list-style-type: none"> • Contractions: with <i>have</i>, <i>would</i>, <i>will</i> • Possessives and plurals 	<p>Set 19 (<i>First Grade</i>) Contractions</p>
--	--

Basic Morphology (Anglo-Saxon and Latin)

[Back to the top](#)

<ul style="list-style-type: none"> • Inflectional suffix on single-syllable base words with no spelling change (e.g., <i>help</i>, <i>helps</i>, <i>helped</i>, <i>helping</i>) • Inflectional suffix on single-syllable base words with spelling change • Less common prefixes: 	<p>Set 16 (<i>First Grade</i>) Inflectional Endings: No Changes (-s, -es, -ing)</p> <p>Set 33 (<i>First Grade</i>) Inflectional Endings: With Changes (-ing)</p> <p>Set 51 (<i>High Interest</i>)</p>	<p>Set 31 (<i>First Grade</i>) Inflectional Endings: With Changes (-s, -es)</p> <p>Set 35 (<i>First Grade</i>) Words Ending in y</p> <p>Set 53 (<i>High Interest</i>)</p>	<p>Set 32 (<i>First Grade</i>) Inflectional Endings: With Changes (-ed)</p> <p>Set 50 (<i>Second Grade</i>) Suffixes: -less, -ful, -ly</p> <p>Set 54 (<i>High Interest</i>)</p>
---	--	--	--

<p><i>fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, post-</i></p> <ul style="list-style-type: none">• Common derivational suffixes: <i>-y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en</i>	<p>Prefixes/Roots/Suffixes: <i>dis-, re - un-, -ent, -er, -ful, -ive</i></p> <p>Set 55 (<i>High Interest</i>)</p> <p>Prefixes/Roots/Suffixes: <i>bi, tri-, -able, -ible, -inter, -ance, -ence</i></p>	<p>Prefixes/Roots/Suffixes: <i>com-, ex-, non-, -ion, -ite, -ly</i></p>	<p>Prefixes/Roots/Suffixes: <i>post-, pro-, -ery, -ity, -ize, -ment</i></p>
---	--	---	---