

Phonics Readability Chart

	Skills	Grade/Traditional Levels	Guided Rdg	DRA
Kinder	Beg & final cons, short vowels, some long-vowels. Repeated in first grade.			
First grade				
Book/Unit				
1	<ul style="list-style-type: none"> • Cons, Short -a, -i • Short -o, -e, -u 	Preprimer 1 1.0-1.1	C-D	2-4
2	<ul style="list-style-type: none"> • Short vowels with initial blends • Short vowels with final blends (closed syll) 	Preprimer 1 1.2-1.3	E	5-8
3	<ul style="list-style-type: none"> • Long vowels (final-e): a, i • Long vowels (final-e): o, e, u (cve syll) • Long-vowel digraphs and open syllables: ai/ay, e/ee/ea/ei, ie/igh/ind/ild/y (cry), o/oa/ow/oll/old (open syll, compound syll) 	Preprimer 1 1.4-1.5	F	9-11
4	r-vowels	Primer 1.6-1.7	G	12-13
5	<ul style="list-style-type: none"> • Other-vowel digraphs: oo (book), ould (could), OO (too)/ew/ue/ui, ou (out)/ow • Other-vowel digraphs: oi/ oy, au/aw/all/alk/ong (cle syll) 	First 1.8-1.9	H-I	14-17
Grade 2	Multisyllabic words with 2 syll Multisyllabic words with 3 or more syll. Prefixes, suffixes. Unusual spellings: <i>i/y/ billion, ei/a/ reign, ch/k/ choir</i>		J-M	

A book is placed at a level if at least 80-90% of the words at that level consist of phonic patterns introduced at that level or an earlier level or the words are known high-frequency words or can be identified through the use of illustrations. Thus, a book is at level 3, if 80-90% or more of the words contain long vowels or have short vowels or are known high-frequency words or can be identified through the use of pictures. (Exact scope and sequences vary somewhat from program to program, especially for placement of *r* vowels. Make adjustments as necessary. Also make adjustments for systems that have more than 5 levels.)