Phonograms (also referred to as graphemes) are letters or letter combinations that represent the phonemes, or the smallest unit of speech in words. These cards contain the most common phonograms of the English language and their corresponding sounds. Additionally, each phonogram card contains a key word to help students learn and remember the sound-symbol pattern.

Please use the resources aligned with your High-Quality Instruction and Intervention materials. If your High-Quality Curriculum does not contain materials to support explicit, systematic, synthetic phonics, however, these cards can be used as a supplementary tool to assess and/or practice sound-symbol associations.

Teach and practice the first, more common sounds of each phonogram to automaticity before introducing the second sounds.
These cards can be used as part of a Structured Literacy approach to teaching beginning reading skills to new or striving readers.

**Structured Literacy** instruction is explicit, systematic, diagnostic, cumulative instruction in phonological and phonemic awareness, phonics, syllables, morphology, semantics, and syntax. Providing a strong foundation in each of these skills develops the neural routes necessary to develop strong word recognition skills as well as language comprehension skills that are essential to proficient reading.

Consider how to align Structured Literacy instruction across tiers of instruction to ensure students are receiving instruction and intervention aligned with the Science of Reading throughout your school’s Multi-Tiered System of Supports.

For more information, go to: [https://www.ride.ri.gov/InstructionAssessment/Literacy/StructuredLiteracy.aspx#4391319-assessment](https://www.ride.ri.gov/InstructionAssessment/Literacy/StructuredLiteracy.aspx#4391319-assessment)

These phonograms are aligned with the [RIDE Student Checklist](https://www.ride.ri.gov/InstructionAssessment/Literacy/StructuredLiteracy.aspx#4391319-assessment) found on the Assessment tab of the RIDE Structured Literacy site.

Please note that the sounds and symbols will align on the cards if you print two-sided using the “print on long edge” setting on your printer. It is recommended to use a thick paper or cardstock to ensure students will not be able to see through the paper. Results are best when cards are cut using a high-quality paper cutter.

Always be sure to check your cards first to ensure the correct sounds are on the back of the corresponding symbols before use.

Email literacy@ride.ri.gov with questions or feedback.
/m/  apple
map

/ā/  acorn

/t/  (teach first)
tub

/s/  sun

/z/  often between two vowels
use
before e, i, and y

/k/
cat

/s/
not

/am/
ham

/d/
dog
kit

octopus

go

job

bat
/th/
this
voiced

thin
unvoiced

/v/
van

/g/
got

/j/
gem
before e, i, and y
(sometimes!)
/ch/
chin

/k/
school

/ū/
up

/ū/
music

/oo/
ruby

/y/
yellow

/z/
zip

/ě/
candy

/ī/
my
/sh/
shop

/hw/
which

/nk/
sank, sink, honk, sunk

/ng/
sang, sing, song, sung
/ks/
box

/kw/
quick

/z/
xylophone

/ē/
eve

/ã/
ape
/ŏ/  
poke

/ī/  
tīme

/ī/  
stīl

/ū/  
mūlē

/oo/  
rūlē
/ā/
(end of a word)
play

/ā/
(beginning or middle of a word)
aim

/ē/

eat

/ē/

bread

/ā/

steak

/ē/

tree
/k/
(at the end of a word after a
short vowel)
back

/all/
tall

/ow/
plow

/ō/
boat

/ō/
snow
/er/   /i/  
her    sigh

/er/   /er/  
burn   bird
/or/ horn
/or/ car

/er/ dollar
/er/ wart

/as a schwa or after w

actor
/or/ oil
/or/ more
oy
ou

au
aw
/ow/
(at the beginning or middle of a word)
out

/oy/
(at the end of a word)
toy

/oo/
soup

/aw/
(at the end of a word)
saw

/aw/
(at the beginning or middle of a word)
August
/f/  
phone

/oo/  
boot

/oɔ/  
book

/e/  
money

/æ/  
they

/ch/  
(At the end of a word after a short vowel)  
itch
<table>
<thead>
<tr>
<th>Final stable syllable when adding suffix -ion</th>
<th>Final stable syllable when adding suffix -ion</th>
</tr>
</thead>
<tbody>
<tr>
<td>/shun/</td>
<td>/shun/</td>
</tr>
<tr>
<td>action</td>
<td>mission</td>
</tr>
<tr>
<td>/chun/</td>
<td>/zhun/</td>
</tr>
<tr>
<td>question</td>
<td>vision</td>
</tr>
<tr>
<td>/ē/</td>
<td>/ē/</td>
</tr>
<tr>
<td>eat</td>
<td>chief</td>
</tr>
<tr>
<td>/ě/</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td>/ī/</td>
</tr>
<tr>
<td>/ā/</td>
<td>pie</td>
</tr>
<tr>
<td>steak</td>
<td></td>
</tr>
</tbody>
</table>
edge

_dge

ew

_dge

ge

э
schwa: unstressed vowel in a multisyllabic word

/j/
(at the end of a word NOT after a short vowel)

gage

/ũ/

banana

/ĩ/

blanket

/ũ/

few

/j/
(at the end of a word after a short vowel)

/oo/

blew

edge
/ū/
rescue

/oo/
due

/ē/ 
(after soft c)

/receive/

/ā/

/vein/

/ā/

/weigh/

/feud/
/în/
mountain

/chér/
picture

/ər/
learn

/sh/
gracious
patient
anxious
ough  _age

our  _ard
/ĩj/ package

/aw/ bought

/oo/ through

/ard/ wizard

/er/ journey
/ǐt/
private

/ēn/
machine

/ĩn/
engine

/oo/
fruit

/ō/
plateau
ace que
/k/ unique /is/ furnace