UNITS OF STUDY in PHONICS • GRADES K-2

SERIES OVERVIEW

Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project

Heinemann
Dedicated to Teachers™
OVERVIEW CONTENTS

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The Units of Study in Phonics series:

- provides a lean and concise instructional pathway in phonics that is explicit and systematic, yet also realistic and doable, and that taps into kids' skills and energy for tackling the fabulous challenge of learning to read and write;

- introduces high-leverage phonics concepts and strategies in a way that keeps pace with students’ reading and writing and helps them understand when, how, and why they can use phonics to read and write;

- offers delightfully fun and engaging storylines, classroom mascots, songs, chants, rhymes, and games to help students fall head over heels in love with phonics and to create a joyous community of learners;

- aligns with state-of-the-art reading and writing workshops for a coherent approach in which terminology, tools, rituals, and methods are shared in ways that benefit both teachers and kids.

“The goal of phonics instruction is simply and only to support kids’ progress as readers and writers. Every message you send during phonics instruction needs to be angled to support transfer to reading and writing. That transfer isn’t an optional extension of your instruction, or something you support for just the most accomplished of your students. It is everything.”

—Lucy Calkins

For more information, visit www.UnitsofStudy.com/Phonics
What does the Phonics series contain?

- **Units of Study**
  There are five units each for grades K and 1, and four units for grade 2. Each unit is designed to be taught alongside the reading and writing Units of Study, with instruction lasting five to six weeks per unit. Each day’s phonics session lasts about twenty minutes and offers extensions to help teachers reinforce phonics concepts across the school day and to support transfer of phonics skills into reading and writing workshops.

- **Small Groups to Support Phonics**
  The Units of Study in Phonics offer support in coaching into the work that students do during each session and in leading small groups. You’ll lead small groups outside of phonics time, most often during reading and writing workshop. These small groups aim to support students in transferring what they are learning in phonics time to their ongoing work in reading and writing.

- **A Guide to the Phonics Units of Study**
  The Guide begins with a discussion of the principles that undergird this phonics curriculum along with an overview of phonics development to help you understand the developmental progression that the series supports. A chapter orients you to the methods and materials used in this curriculum including “rug time” and extensions. The Guide also provides a suggested schedule to fit your phonics instruction into the day, an overview of assessments, and guidance on effective ways to support English language learners in phonics.

For more information, visit [www.UnitsofStudy.com/Phonics](http://www.UnitsofStudy.com/Phonics)
Resource Packs

The Units of Study in Phonics are supported by grade-level Resource Packs containing alphabet charts, letter cards, word cards, picture cards, printed copies of poems and songs, other cards such as onset rime cards and vowel picture cards, and much more to engage children and support daily instruction.

Teaching Text

A teaching text is included with the unit books to help teachers demonstrate phonics concepts and strategies. For example, the teacher uses Lions in Grade 1, Unit 3 (From Tip To Tail) to show how to read all the way across hard words rather than skip them.

For more information, visit www.UnitsofStudy.com/Phonics
An Overview of the Kindergarten Phonics Units

Although human beings don’t experience the metamorphosis that characterizes the life of a caterpillar, the transformation that happens during kindergarten is no less astonishing. Many of your children start their year holding books upside down and backwards and making letters that look like squiggles, and then end the year reading and writing for their own important purposes. Phonics instruction is at the center of this transformation.

UNIT 1 Making Friends with Letters

by Lucy Calkins, Natalie Louis

This unit supports a variation of Patricia Cunningham’s beloved “Star Names” unit. On almost every day throughout the unit, the class will study another name. You’ll use your children’s names, and the letters in those names, to teach phonics concepts. Over the course of the unit you will build a name wall, which will eventually contain all of the names in your class. Bend I is focused on learning friends’ names, while Bend II encourages students to study their own names more closely. Bend III has students using their names to write.

UNIT 2 Word Scientists

by Lucy Calkins, Rebecca Cronin, Allyse Bader

In this unit, you will focus on letter knowledge and letter-sound correspondence, phonological awareness, and high-frequency words. In Bend I, you’ll work with kids to study the alphabet chart and help them consolidate their learning. You’ll support students as they begin using this knowledge to label pictures in the writing they’ll do in writing workshop. In Bend II, students will learn to listen for the sounds in words and record them as best they can. Bend III focuses on high-frequency words, helping kids use the alphabet and high-frequency words in their reading and writing.
UNIT 3  Word-Part Power
by Natalie Louis, Rachel Rothman-Perkins

You’ll start this unit with a bend that helps all your students use their super powers to make that giant step from writing labels to writing sentences. In Bend II, kids learn to use word-part power to grasp the power of phonograms. Students learn that the words *at*, *in*, *it*, and *an* have word power and can be made into lots of other words. We also introduce the word wall to support kids in learning a growing number of high-frequency words. In Bend III, kids will learn about other phonograms that aren’t sight words such as *ip* and *ug*. We also introduce diagraphs (*sh*, *th*, *ch*) and use them with word parts to make even more words.

UNIT 4  Vowel Power
by Angela Báez, Katie Wears, Casey Maxwell

At the start of this unit, we add a new super power: vowel power! You will introduce new high-frequency words, *am* and *did*, that further students’ study of short *A* and short *I*. As Bend I gives way to Bend II, you’ll continue the puzzling work of distinguishing short-vowel sounds from one another. In the third bend, students will study vowels in words that are longer than CVC words. You’ll teach children how knowledge of CVC words is foundational to writing any words they choose.

UNIT 5  Playing with Phonics
by Lucy Calkins, Amanda Hartman, Valerie Geschwind

This unit is designed to be whimsical, experimental, joyful, and most of all, fun. Bend I introduces students to blends. Bend II asks them to think about not only what sounds letters make, but the instances in which those sounds are changed, muted, or manipulated by neighboring letters. Bend III challenges students to tackle longer words and to begin thinking about the sounds that they hear in word parts or phonograms. Bend IV culminates with phonics projects that draw on all the phonics work children have engaged in during the year.
Each twenty-minute session begins with an abbreviated minilesson that channels kids to do some work.

**Session 3**

Learning to Own Letters

**IN THIS SESSION**

**TODAY YOU’LL teach students that when readers and writers want to know a letter well, they name it, sound it, write it, and use it to make lots of words.**

**TODAY YOUR STUDENTS will try these steps using letter M. You'll say the same steps to write the letters in the same way each time, thus creating a pathway that will help students internalize the letter formation.**

**MINILESSON**

**CONNECTION**

Point out that to read and write with letters, kids need to feel as if they own them. They need those letters to be in their back pockets.

I invited students to the meeting area by singing the “We Are Gathering” song. When everyone found their spots, I began. “Writers, readers, when we met the other day, I told you that to read and write lots of books, you need not just books and paper and pens, but also these.” I held a big scoop of magnetic letters in my hands, letting them fall from my hands like a dramatic waterfall. “I told you that you are going to need all these letters and sounds so that you can make (and read) tons of words!”

“But here’s the truth, it isn’t enough for you to be able to grab armloads of these letters. You actually need to own each of these letters. You need each of these letters to be . . .” and I slid a letter into my pocket, “… in your back pocket.” I slipped my pocket several times.

**TEACHING AND ACTIVE ENGAGEMENT/LINK**

Provide children with practice in naming and sounding the letter you are helping them to “own.”

“Let’s try this work together.” I posted a card containing a capital and lowercase M onto the easel. “M is the first letter in Mike’s name”—I pointed to the M in Mike on the name wall—and also the first letter in Mabel’s name.

“Now that we can name the letter M, let’s sound it together.” I pointed to the giant M that I had placed on the easel. “Everybody point to the letter and say it with me.” I nodded as the class pointed and called out “M.” “Let’s whisper its name.” I whispered, “M” and nodded encouragingly for children to whisper. “Let’s shout the name!” I let the kindergartners yell out, “M!”

“Now that we know the name, let’s sound it together.” M says /mmm/ like in MMBB. Mays. Mmm! Mmm! MMMBB. Everyone sound it with me: MmmMmmM. Everybody! MmmMmmM. Monkeys!”

“Now that we can name the letter M, and we can sound the letter M, let’s write it!” We can write this letter in two ways. We can write it uppercase, or capital, like this one, “I pointed to the uppercase M I’d displayed at the start of the minilesson and also to the capital M on Mabel’s name.” Or we can write it lowercase—like this m.” I pointed to the small m that I’d displayed at the start of the minilesson. “Try it with me!” Let’s all write the capital M, writing in the air! Everyone, arms out in front of you.” I veered over the letter formation pathway as students wrote in the air, “Line down! Back up! Slanted line down. Slanted line up. Line down!”

**Phonics in Instruction**

High-interest book you choose.

Gather Post-its® for students to use and place them on the cover of each sight word book you choose. Select a book for each partnership. These can be any high-interest books from your classroom.

Be ready to display the “How to Learn a Letter” anchor chart.

Each of these letters. You need each of these letters to be . . . “ and I slid a letter into my pocket, “… in your back pocket.” I slipped my pocket several times.

**Concepts about Print**

Recognize and name all upper- and lowercase letters of the alphabet.

**MINILESSON**

**Sample session from Making Friends with Letters © 2018 by Lucy Calkins. All rights reserved. Published by Heinemann. www.unitsofstudy.com**

**GETTING READY**

✔ Gather some magnetic letters and letter cards, making sure one of the letter cards has the letter M.
✔ Be ready to display the “How to Learn a Letter” anchor chart.
✔ Make sure all children can see the name wall.
✔ Select a book for each partnership. These can be any high-interest books from your classroom.

**Name the teaching point.**

“Today I want to teach you that to own a letter, to know that letter so well that you have it in your back pocket, ready to use whenever you read or write, it helps to do some things with the letter. It helps to name the letter, sound it, write it, and to use it to make lots of words.”

**Teacher who is also using the reading and writing Units of Study will recognize familiar features and structures in the phonics units.**

Note that in your first two sessions, you essentially taught kids how to come to know—to see—a name. Now you are covering in and helping them to come to know—to own—a letter.
“Let’s write it again! Capital M goes like this.” I once more led the kids in making the capital M using the letter formation pathway. I invited the kids to make the letter three times with me. Each time we did this, more students joined in. “Say the sound that letter makes with me; ready? /Mmmmmm/—M says, /mmmm/.

“Now let’s write it on the rug with invisible markers!” I wrote the letter on my oral whiteboard, making sure to use consistent strokes and keep my language the same. “I am going to start high.” I pressed my marker at the top of the board. “Then, capital M goes like this—Line down! Back up! Slanted line down. Slanted line up. Line down!”

“With your make-believe marker, will you write capital M? I’ll watch. Remember: start high on the page. Line down! Back up! Slanted line down. Slanted line up. Line down!” I scanned the meeting area, watching as children made the strokes to “write” the capital letter.

Introduce the lowercase letter and repeat this process of model writing with the lowercase version of the letter, repeating the letter formation pathway each time.

“Now let’s write the lowercase m.” I pointed to Mabel’s name tag and the letter M on the name wall and said, “The capital M and the lowercase m have the same name, M, and the same sound, /mmmm/, but they look different. Watch me first.” I turned my body away once more and held my arm out in front of me. “I start a little lower. Then, line down! Back up. Bump around. Bump around and down.

“Let’s do it in the air together. Don’t start as high as the first time. Start a little lower.” I repeated the letter formation pathway: “Make this be your best small m ever! Let’s go: Line down. Back up. Bump around. Bump around and down.” The students copied my movements. “Nice job. Try again.” And I coached kids to do this two more times.

“Now I am going to write the small m.” I got my invisible marker ready and put it on the invisible chart paper. “I’ll put them together because they are a team. Watch me! I start a little lower. Then, line down! Back up. Bump around. Bump around and down.

“Your turn. Magic paper out? Make believe marker ready? Use your hand as pretend paper and make the lowercase m, the small one. Start lower than the big M. Line down. Back up. Bump around. Bump around and down. Beautiful! Write it again!”

Sessions in the phonics units are written using the exact language Lucy Calkins and her coauthors have used to teach the units to serve as a clear model for teachers as they develop expertise in workshop teaching.

Channel students to read the letter M. Remind them of the sound M makes and invite them to use the sound.

“Now writers, you have written the M lots of times. Try reading it. /Mmmmm/. That’s the sound you make when food is good, isn’t it? /Mmmmm/!” I rubbed my stomach and mmm-ed contentedly, inviting kids to follow. “What sound do you make when food is good?” The kids “mmm-mm.”

“That sound can also be the noise you make when you want to say, ‘Don’t do that!’ I shook my head, meaning no, and said, “/mmmm/.” Then I added, “Try that with me. Shake your head when you do it.” I leaned forward, inviting kids to follow suit, shaking their heads and saying, “/mmmm/.”

Sum up and help support transfer by helping students imagine times they would write the letter M.

“Congratulations, readers, writers. You now own the letter M. You can put it in your back pocket and pull it out whenever you need it. So, writers, if you wanted to write a book about your family, and you drew a picture of yourself, and you wanted to label yourself with the word me, what would you write?”

The kids called out, “M!”

“Yes, M for me/me. And if your mom asked you what treat you wanted on a hot summer day, and what you really wanted was a milkshake, what would you write? Yes, M for me/milkshake.”

RUG TIME

Organize students into partnerships and give each partnership a book. Invite partners to search for words that begin with M in their book. If time allows, have partnerships swap books.

“Writers, readers, yesterday we wrote a book together, and we filled it with M things. We tucked Mabel into bed in her shadow with M things. Today, I was thinking that maybe you’d like to read a book, and to see if you can find words in that book that begin with the letter we have in our back pockets. The letter is M!”

“I’m going to give you and the person next to you a book. Will you read the book together? If you see something on one of those pages that starts with an M, will you mark that part with a Post-it? There are Post-its stuck onto the covers of each of the books.” As students worked, I asked, “Make sure you’ll be able to see your Post-it when your book is closed!”

The children worked for a bit and then I sang, “Stop, Look, and Listen,” to get their attention. “Okay, friends, hold your books up in the air!” A few students began arguing over who could hold up the book. “I look at the way Tymel and Jessica are holding their book together!” I motivated for students to look at the partnership. “They each have a hand on one side of the book. That’s teamwork! Can everyone try that with your partner?” Amazing!

Unlike the reading and writing Units of Study, the work of the minilesson in the phonics units is generally done right there on the carpet, with children working with partners or with a cluster of several others (known as a "rug club").

To download full-sized sample pages, visit www.UnitsofStudy.com/Phonics

Sample session from Making Friends with Letters © 2018 by Lucy Calkins. All rights reserved. Published by Heinemann. www.UnitsofStudy.com
“Kindergartners, come quickly, I need your help! Mabel was so excited about her name necklace that she spent all night playing with it. But when she went to put it back on, she couldn’t remember the order of the letters. She put them back on all out of order! Can we help her put her name necklace back in order?”

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“Thanks for your help, everyone! Let’s read Mabel’s name together now that we have the letters in the right order.”
An Overview of the Grade 1 Phonics Units

First-grade phonics is all-important. In this one year, students are expected to make the growth that enables them to go from reading little books comprised of just a few pages to reading early chapter books. In writing, too, there are ambitious expectations—children are asked to go from writing a few lines on a couple of pages to writing books with chapters—filling up multiple lines on a page and organizing their writing into sections. To help them meet these big expectations, they need instruction in phonics that will enable their success across the curriculum.

UNIT 1  Talking and Thinking about Letters
by Lucy Calkins, Natalie Louis
This unit has big goals, providing a cumulative review and reinforcement of the most important phonics concepts that students encountered in kindergarten. In Bend I, you will review letter names and sounds, short vowels in CVC words, phonograms, blends, and digraphs. In Bend II, students study a list of approximately fifty high-frequency words. In the final bend, you’ll highlight word parts in high-frequency words and remind students of the power of those parts (phonograms) to make other words.

UNIT 2  The Mystery of the Silent e
by Elizabeth Franco, Havilah Jespersen
Unit 2 challenges children to use phonics workshop as a place to study words closely like a piece of evidence and make discoveries to understand how language works. In Bend I, this investigation will focus entirely on CVCe words with the vowel A. Across the first bend, you’ll also introduce a new set of high-frequency words. Bend II asks your detectives to investigate CVCe words with a different vowel each day. In Bend III, the focus shifts to looking closely at words and word parts to decode difficult words by breaking them into parts and putting those parts back together.
UNIT 3  From Tip to Tail: Reading across Words
by Amanda Hartman, Kelly Boland Hohne, Katrina Davino

In this unit, you’ll empower kids to tackle even the longest, trickiest words as they read and write nonfiction text, especially by thinking about the parts that make up words. In Bend I you’ll rally them to read carefully across a whole word, paying close attention to special endings. In Bend II, you’ll ramp up this work by introducing a handful of common phonograms ending in blends and digraphs, enabling kids to build and break apart the fancy topic words they encounter and use in their books. Bend III nudges kids to further develop their repertoire of high-frequency words and use those words to help them read and write other words. Across the unit you’ll encourage kids to find the play in phonics, using riddles, partner work, and word games to build engagement and flexibility with the phonics concepts you’re teaching—culminating with a celebratory tournament of word games.

UNIT 4  Word Builders: Using Vowel Teams to Build Big Words
by Havilah Jespersen, Elizabeth Franco, Jennifer DeSutter

You’ll launch this unit by introducing the theme of becoming word builders. Using snap cubes with word parts, children will get to work constructing words, and challenge themselves to build longer, bigger words. Alongside your teaching about vowel teams in this first bend, you’ll also introduce a new set of high-frequency words. Bend II tackles a whole different group of vowel teams, ones that need to be explicitly taught. Bend III focuses on less common vowel teams. The unit ends with a celebration where you’ll reveal a big plan to build a whole town made out of words—Vowel Town!

UNIT 5  Marvelous Bloopers: Learning through Wise Mistakes
by Celena Dangler-Larkey, Natalie Louis, Dani Sturtz

This unit has been designed to help you teach an assortment of topics that the first-grade curriculum hasn’t yet addressed and that deserve attention before the year is over: Bend I focuses on R-controlled vowels. Bend II helps students develop effective strategies for using high-frequency words. Bend III shifts the focus to studying capitalization. This unit, like the final unit in kindergarten, also sets you up to continue teaching other topics if you have more time in your school year and if your students are game to learn yet other topics: prefixes, contractions, and punctuation.
SESSION 7

Studying More Digraphs in Names

IN THIS SESSION

TODAY YOU’LL teach students that letters can work together to make new sounds, like when an S and an H come together in shop. Readers can look out for these letters and sounds to help them read and spell tough words.

TODAY YOUR STUDENTS will get to know more digraphs by finding them in riddles, first in a shared reading of a riddle and then by reading a riddle on their own.

MINILESSON

CONNECTION

Remind kids that when some letters are together, magic happens! We can turn two letters into a magic into digraphs, and make entirely new sounds.

I was glad that Rasheed reminded us to spend one more day reminding ourselves of all we learned about blends. Will you think, right now, if you were going to teach someone a class on blends and digraphs, what you would teach?

I gave children a moment to think. “Can you and your partner compare notes: what would you teach about blends?” I let the kids talk. I voiced over, “What would you teach about digraphs?”

After a minute I said, “You remember that in a digraph, two and sometimes three letters come together. . . . “ I used magnetic letters to show an S and an H come together in shop. Readers can look out for these letters and sounds to help you read and spell tough words.”

TEACHING

Rally kids to join you in a shared reading of a riddle featuring digraphs.

I unfolded a piece of paper and placed it on the document camera. “Remember, that every time you read, it’s important to use everything you know about letters and sounds and snap words. Today, let’s add to that chart that could serve as a cue, reminding them of the sound.

We’d soon made our own variation of the “Listen to the sound these letters make together . . . “ chart.

ACTIVE ENGAGEMENT/LINK

Rally kids to practice their digraphs by reading a riddle that their mascot wrote for them (or so you say).

I used my hand as if performing a magic trick and repeated “presto change-o,” then announced, “We have the sound . . . /shhhhhhhh/ like in shoe or shell.”

Teachers, it would be most fun if you can make a version of this chart in front of the kids, drawing on their own ideas for illustrations and using the ones we suggest only if needed. But you can, of course, alter the wording of this and produce a ready-made chart that you could close in have produced just for the class the night before.”

Each session includes an overview of the specific phonics concepts that will be taught that day.

Marginal notes provide additional coaching from Lucy Calkins and her coauthors to help teachers address common challenges and become more proficient in workshop teaching.
"Yes! I see the letters S and H. Will you use your magic pens (fingers) and write the answer on the rug?"

"Let's write the answer to this riddle on a Post-it so we can give it back to Rasheed. What letters do we need to write "/shhhhhhh/," kids responded.

"Shark!" kids announced.

"Wait a minute. What sound do you hear at the beginning of shark? Say the word slowly and listen carefully."

"SHHHHHNNNNNNN!" kids responded.

"Let's write the answer to this riddle on a Post-it so we can give it back to Rasheed. What letters do we need to write the first part of shark? Will you use your magic pens (fingers) and write the answer on the rug?"

This is a printable resource; however, you might want to write this on chart paper if you do not have a document camera.

Rasheed's Digraph Riddle

I have sharp teeth.
I see them to chomp and chew.
I swim in the ocean.
I am bigger than a goldfish
but I am smaller than a whale.
What am I?"
Remember early on, I asked you if you noticed words on your way home from school? Well back then, if you’d seen words like these, you might have just thought, ‘That’s a coffee shop’ or ‘Go there to get Mexican food.’ But now, if you were walking or riding home and some of these words passed you by, my hunch is you’d see so much more. Let’s try it. I’ll walk some signs past you—and will you and your friends count across your fingers, all the things you notice in these signs? You won’t have long to notice, so look alert.”

I walked a McDonald’s sign past the kids, followed by a Taco Bell and a Dunkin’ Donuts, letting them talk. We didn’t collect our observations, because I’d made my point.

“The whole point of all this work—with syllables, with vowels, with blends and digraphs—is that you see these everywhere. Let’s reread a bit of our shared reading book from yesterday, and this time, when you see something in the way words are spelled, will you make a little fist pump, to signal, ‘I see you’?”

We did that, and I congratulated them, suggesting that they were showing that they were ready to graduate to new work, and tomorrow we’d end this portion of the unit.

**EXTENSION 1 • A Quick Inventory to Check Blends and Digraphs**

Rally students to try some spellings and then check their work with club mates.

“Readers, writers, this whole week has been one huge review of kindergarten. Now is a good time to check yourself and to notice what parts of phonics you’ve got, and what parts are still hard for you, because then you know exactly what to work on!”

“The best thing about phonics is that you can always test yourself by trying some spellings. Right now, I’m going to say a few words. Spell them the very best you can, then afterward, you and your club mates can see what you can check off as done, and what is on your ‘still to do’ list.”

“I’m giving you each a whiteboard and a pen. You ready to spell?” I read aloud these words and sentences.

1. Slip. I slip and fall.
2. Dig. I dig a hole.
3. Flop. I flop down on the grass.
4. Drag. I drag the heavy sack.
5. Flash. There is a flash of light.

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**Session extensions engage kids in singing a song, chiming in to a shared reading, or playing a round of a game—all activities that do not require the teacher to organize materials and that fit easily across the school day.**

Charts and other materials from the Resource Pack and online resources that teachers will use across the units are shown at point of use (and listed in the Getting Ready box in each session).
An Overview of the Grade 2 Phonics Units

Second grade is a year of immense growth. Over the course of the year, second-graders go from reading early chapter books like *Fly Guy* to longer, more complicated books like *Magic Treehouse*. It's the year that most kids get hooked on a series, fall in love with characters, and follow them on all sorts of adventures. In writing, they start the year with four or five sentences per page and end the year with ten or twelve sentences filling up a multi-page booklet. Second-grade phonics is about closing the gap between what kids can read and what they can write conventionally.

UNIT 1   Growing into Second-Grade Phonics

*by Natalie Louis, Marie Mounteer*

The goal of this unit is to grow students' phonics knowledge so they know more of the options for how words could go. Alongside knowledge about words and spelling, you will teach the grit and intellectual curiosity they need to try to get closer to the right spelling. Bend I revisits the long list of phonics principles that students learned in kindergarten and first grade, and then gives particular attention to silent *E*, long vowels, vowel teams, and *R*-controlled vowels. The second bend asks students to spell snap words correctly, punctuate sentences, and use capital letters. The unit also introduces the tricky concept of homophones. The third bend is a joyous exploration of rhymes and rimes that shows students that reading and writing part by part is more efficient than reading and writing letter by letter.

UNIT 2   Big Words Take Big Resolve: Tackling Multisyllabic Words

*by Angela Báez*

The books that many second-graders read are full of multisyllabic words, and so instruction in this unit transitions to a focus on longer, more complex words. Across the first bend, you'll teach several strategies for decoding multisyllabic words—working methodically from left to right, breaking words into syllables, breaking off inflected endings—but your larger goal is to help kids develop the stance that readers tackle challenges, rather than back away from them. The second bend sheds light on the complex consonant combinations: *kn, wr, and gn*; how to be flexible with the hard and soft sounds of *C* and *G*; and the many facets of *gh*. You'll also teach students that when they hear /j/ at the end of a word they want to write, it is likely spelled with *ge* or *dge*. In Bend III, you'll turn your attention to the endings, or tails, of words and concepts such as adding *-ing* and *-ed* to words ending in silent *E*, doubling consonants before adding endings, and making words plural with *-s* or *-es*, changing *Y* to *I* before adding *-es* or *-ed*, and *-tion*.
UNIT 3  Word Builders: Construction, Demolition, and Vowel Power

by Havilah Jespersen, Lisa Hernandez Corcoran, Cynthia Williams

This unit helps all children develop a repertoire of skills for tackling complex, multisyllabic words with confidence. Following a storyline where your class applies for a job to become word builders, you’ll teach students that a word builder needs to be able to build words in big efficient parts, syllable by syllable. In the first bend, you’ll introduce the emphasis on vowels that is threaded across the unit and you’ll support children with using common phonograms to represent vowel sounds. In the second bend, you will tell students they have been selected to serve on a special task force in vowels. Your class will create a vowel manual as a tool to help people with spelling long-vowel sounds in big words. Across the bend, your students will tackle long vowels, identifying some of the most common spellings for each vowel sound and creating word sorts with each of these spellings. In Bend III, the focus shifts from spelling big words to decoding big words. Building off the work they did in Unit 2, students will add to their repertoire of strategies for breaking big words into manageable parts by paying close attention to vowels.

UNIT 4  Word Collectors

by Rebecca Cronin, Celena Dangler-Larkey

Research is clear that for children’s vocabularies to blossom and grow, they need access to language and all the forms it takes—listening to, talking with, reading and writing of language in playful and constructive ways. The first bend of this unit focuses on fostering word consciousness. You’ll begin by reading The Word Collector by Peter H. Reynolds. Like the main character, Jerome, students learn to gather words everywhere they go. They store words they learn, first in shared word collector folders and later in their own word collector scrapbooks. You’ll teach students that you can take one word, like paradise, and then think of other words that relate to it: utopia, candy shop, and perfection, to name a few. In Bend II, the focus shifts to studying compound words, with the aim of learning that word parts not only help readers to break a word apart, but also help them determine the meaning of a word, and then can be mixed and matched to make many new words. Bend III shifts students’ focus to prefixes and suffixes and their effect on base words.
The workshop begins with a brief minilesson. In the phonics units of study, we sometimes call these micro-lessons to highlight the fact that they are markedly briefer than the minilessons that occur within a fifty-minute-long reading or writing workshop.
"And do you remember using your Snap Words Books to choose how to study all the snap words you’ve learned, so that you can keep that knowledge from kindergarten and first grade? Do you remember how some of you studied the words by playing ‘I spy’ and others chose to study them with a chart?"

"I’m reminding you of all this because these troublemaker words that the principal sent us—are those words that prevent your writing from looking like second-grade work—these words are in your Snap Words Books! You know what that means, right? It means that these are words you should know in a snap!"

"And you do, at least, kind of . . . The trouble is, you might be a little too snappy with these words. You might be zooming ahead thinking, ‘I know this in a snap!’ and then messing them up. You might need to slow down, at least for a little while, and think, ‘A troublemaker! Watch out!’"

Share with kids a protocol you use to become better at spelling troublemaker words. Choose one word from the troublemaker list and put it through the steps of you learning to spell that word. Cover the list as kids write it.

"But . . . now that I’m a grown-up, I do have a way to handle troublemakers. And no, I don’t make them sit on a chair. Do you want to hear how I handle troublemaker words?"

The kids chimed in, “Heeey!” I said, “Good. Because even though you aren’t grown-ups yet, you can learn how to tackle a troublemaker word. I’m going to choose the word first from this list because that used to be a troublemaker for me. Now I’m going to cover it. I’m going to try to write it up here. Will you write first on your whiteboards too? Notice where you slow down.”

On the whiteboard, I wrote:

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First

"First, I ask, ‘Is everything about this word a troublemaker? Or is there just a troublemaker part to the word?’ To do this, I might think about the part that slowed me down when I wrote it. I pretended to study the spelling, as if trying to figure that out, and then called on a few volunteers to name what part had been tricky for them."

Haddin, I circled the r and said, “I made of you said that it is the tricky part, and a lot of you think that it is the troublemaker part of first, that’s where I slowed down” I circled the r in first.

Then I revealed the “Tackle a Word” anchor chart. I pointed to the first part of the chart, and said, “To study the word, we first tried to spell it. Then, we figure out the hard part.” I pointed to the image of the word first with a magnifying glass showing the hard part. I continued, pointing to the second step. Then, after figuring out the hard part, I can think, ‘Can phonics help me with this troublemaker part?’ I pointed to that part of the chart, with the list of “Phonics Professor Words.” For the word first, what do you think? Can any of those phonics terms help?"

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To download full-sized sample pages, visit www.UnitsofStudy.com/Phonics

For more information, visit www.UnitsofStudy.com/Phonics

Marginal notes provide additional support from Lucy Calkins and her coauthors to help teachers address common challenges and become more proficient in workshop teaching.

To support teacher planning, charts and other materials from the Resource Pack and online resources are shown at point of use (and listed in the Getting Ready box in each session).

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Keep in mind that students with dyslexia often benefit from multisensory ways to memorize word spelling.

We’ll work through the other steps on the chart as this session unfolds. With this first example, we teach kids how to approach a troublesome word using their knowledge of phonics. But of course, this knowledge isn’t always easy, as there are many words that are tough because they are exceptions.

When many of us were young, we were taught a ‘rule’ that goes, ‘Before E, except C.’ The trouble with teaching that as a ‘rule’ is that it turns out, it’s actually wrong much of the time. It’s the ‘except after C’ part that’s particularly apt to be wrong. Think of words like weigh, weigh, science, and ancient. You’ll see that we numerator, or certain points, that some people have a saying, ‘Before E, but we don’t present it as an all-powerful, infallible rule.

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Cover Write Check it

Contractions

Long vowels

R-controlled vowels

Syllables        Digraphs

Capitals           Blends

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For more information, visit www.UnitsofStudy.com/Phonics
After kids had done this, I said, "Don't worry if you didn't get it just right this time. Sometimes, you might need to prac-
tice the word some more to make sure you've tackled it. Remember some of the ways you practiced a word to learn it
in the past, like when you were learning to put snap words in your pocket?" 

Kids nodded, and I pointed to the last step of the chart. "Here are some reminders of ways you might practice a word,
so that you never forget it. You might chant it in a way that helps you with the tricky part!" I chanted the F-A-R, then
paused and chanted F-E-N-D. I did a few times to let kids join in. "You might write it over and over, or take a mind
picture to get it into your brain. Or you might sing the word or clap it. After you've practiced it, cover, write, and check
it again to see if you got it right.

"Now we have to add friend to the word wall. Let's underline the i so we remember the tricky part." I added the card
with the underlined part.

**RUG TIME**

Rally students to choose another word from the list and work on learning it, moving through the steps of the
protocol. Invite them to choose more words to tackle as they finish.

"Choose another word from the list of troublemakers that's tricky for you. After you choose the word, remember, no
peaking! First, write the word and then identify the troublemaker part of the word. To do this, notice when you slow
down as you are writing. You might underline that part or circle it.

"Then ask yourself, 'What phonics do I know that can help me spell this part of the word?' If there isn't anything
that can help, invent a trick to remind yourself of the spelling. You might find another word inside of it, like end or
friend, or you might say it in a different way, or chant it, or make up a silly sentence to remember how to spell it.
Pointed to these things in the visual reminders on the chart. "Cover, write, and check it, and then practice it some
more if you need to."

I listened to what kids were coming up with, then shared out a bit of what I heard. If students finished early, I encour-
gaged them to choose another troublesome word to work on.

After kids had been working for a few minutes, I interrupted them. "Class, I want to remind you that sometimes even
after inventing a trick, and even after practicing a word, when you go to check it, you realize it's still causing trouble for
you. You still didn't spell it right. When this happens, do some more practice! Try all the ways you know to practice
a word until you've got it for good."

I reminded kids they could tackle more words from the list after they finished the first one they chose.

Direct students to open their writing folders, where you've tucked a sheet for them to record a list of
personal troublemakers. Suggest they record words from today that they still need to work on.

"Second-graders, it's clear that not all of these words are troublemakers for all of you. One very important way to take
charge of your learning is to keep your own list of troublemakers. Take out your writing folders. Inside you'll see I've put
a sheet that you can use to create your personal troublemaker words. Would you jot down any words we studied
today that are still giving you trouble?

"Now, before you close your folder, take one last look at your list and take charge of your learning. Make a promise
to yourself about how you're going to study your troublemakers and learn them for good. You might say, 'I promise to
learn these troublemakers!' or you might say, 'Troublemakers, I promise to watch out for you!' Ready? Say your promise
and close your folder!

"We have to add these words to the word wall so we remember to spell them right all day, not just during writing time.
I'm going to hold up a word. If it was a troublemaker for you, will you raise your hand, then you're going to put it on
the word wall. There's tricky tack on the back."

I held up each troublemaker and chose a student to add it to the wall.

**SHARE • At Long Last: Welcoming Gus to the Class**

Engineer a knock on the door (or at the window) signaling the long-awaited arrival of Gus, who turns out to
be a young dragon, not another student. Gus is the class mascot and a second-grade helper.

At that moment there was another knock at the door. I exclaimed, "SHHH! Did you hear that? Do you think it's the
principal again?"

I opened the door just a crack, peeking out and building suspense. A voice from the hall said, "This is Gus, the new
member of your class." I turned to the class, and there in my arms was a young dragon bearing the name tag, Gus, and
carrying a letter.

I pantomimed Gus dancing his head under my arm, as if he were shy, and I said, "Gus, we've been waiting for you! We
had no idea that you were . . . um . . . well . . . a dragon!" I placed Gus in a special chair at the front of the meeting
area and took the letter from his arms.

Invite the class to read a letter from Gus that has arrived attached to his arm. Read the misspellings
conventionally.

"Looks like Gus has a letter for us," I displayed the letter and read it aloud, gesturing for kids to join me. I paused just a
beat when I came to misspelled words to give kids a chance to notice them. But I did not mention or correct the words
just yet. I read them as they were intended.

For more information, visit www.heinemann.com/unitsofstudy/phonics
Sessions in the phonics units are written with the exact language Lucy Calkins and her coauthors have used to teach the units to serve as a clear model for teachers as they develop their expertise in workshop teaching.

Dear Class 101,

I am Gus. Last year, I went to another school. I want to be in your class but I have a problem. At my old school, they did not teach me how to be a second grader. They did not teach me a lot of phonics. I need some nice friends to help me catch up.

Love, Gus

"Aww, Gus! If you’re looking for friends, you’ve come to the right place. This classroom is full of nice friends, right, 202?"

The kids nodded. "And if you’re looking for people who can help you catch up to second grade, look no further! Everyone in this class is a Professor of Phonics and we even made little videos that can teach you the phonics we’ve been studying. We will send them to you so that you can watch them when you have time.”

EXTENSION 1 • Troublemaker Word Hunt

Introduce an editing game, in which partners count up troubemaker words in each other’s writing to help each other find and fix all of these words.

“Second-graders, let’s play a fun game that will help you catch those troubemaker words in your writing. To play the game, you’ll look at a page of your partner’s writing, and you’ll see if there are any troubemaker words to on that page. You’ll count these up, and then you’ll let your partner know how many you found. Then, your partner will read the list of troubemaker words and fix all of those words.

"Let’s start by pretending that Gus is your partner. Will you look over Gus’s writing and find any of the troubemaker words?"

The class said, "Four.” I turned to Gus and said, "Gus, you have four troubemaker words. You fixed up some of these words. Can you catch any more?" "Yes, I can," said Gus. "I fixed up one more word."

"Right now, play the same game with your partner. Exchange your writing folders, and look over a page of each other’s writing. Then, tell each other how many troubemaker words you found on that page so your partner can find them and fix them up. If you don’t find any on one page, check the other pages. Game on!"

EXTENSION 2 • Troublemaker Tollbooth

Rally children to practice spelling troubemaker words when they’re standing in line to leave the classroom. For each child, choose a troubemaker word from the word wall.

"As you leave today, you’ll pass through a tollbooth at the door. I’ll be the toll collector and I need the spelling of one troubemaker word as your toll. You can study up as you wait in line for your turn by looking at our list of troubemaker words on the wall. But when it’s your turn at the tollbooth, no peeking!

When each child reached me, I gave that child a different troubemaker word to spell. If a child misspelled a troubemaker word, I said, "You may want to do extra practice with that word."

EXTENSION 3 • Remind Writers to Use Their Resources: Writing Workshop Mid-Workshop Teaching

Remind kids that during writing workshop they should use their Snap Words Books and their troubemaker word lists to help them get more of their spelling right.

"Writers, during writing time today, and for the rest of second grade, will you remember to keep two things on hand as you write? First, keep your Snap Words Book handy. It contains all the snap words that you learned last year. There are a ton of words in that book, and those words should all be on their way to becoming words that you can read and write correctly.

"So if you are writing, and you come to the word always and you say to yourself, ‘I know that word. But, um, uh, uh, . . .’ and it just seems to escape your mind, take a moment and look it up in your Snap Words Book—just as last year, you looked it up on the word wall.

"Write it, and check it. That way, you can study it, and you might even follow the steps on our ‘Tackle a Word’ chart, thinking, ‘What part of this word is causing me trouble?’ and ‘What are the phonics in this word?’ You might invent a little trick to help you remember the spelling.

"Also, keep on hand your own troubemaker word list, because those are words that you are working hard on to be absolutely sure they never cause you trouble again.”
Small Groups to Support Phonics

You will want to lead small groups to support your children’s phonics. You’ll most often lead these during your reading and writing workshops, and the groups will feel a lot like the small groups that you already lead to support your youngsters’ development as readers and writers. The small groups described in this resource will help you support students’ transfer of all that you teach during phonics time into their reading and writing, and they will also allow you to provide the individualized, assessment-based support that your youngsters need.

You are not meant to progress through this collection of small-group lessons in a chapter-by-chapter fashion, but will instead dip in and out of these chapters in ways that respond to your children’s needs and interests.

The Architecture of Your Small Groups

We recommend that within a five- to ten-minute small group, you include some, but not all, of the following component parts. You’ll see that we often combine parts or skip them altogether, depending on what the topic and activity call for.

- **Rally:** Convey the reason for the teaching that you are about to do, building students’ commitment to the work and their sense of how it will fit with their ongoing work.

- **Activate Phonics:** Involve students in a quick warm-up that gets them doing some work that reminds them of prior phonics learning. For example, students may work in pairs to reread a vowel chart. Try to decentralize this warm-up so as to make them all active.

- **Launch:** Detail the work students will do to engage with the phonics principle, then send kids off to get started.

- **Work Side by Side:** You might play an active role, supporting students’ work.

- **Challenge:** You might intercede to either lift the level of the work all students do or you may channel students to continue work with less of your support.

- **Teach Toward Tomorrow:** Explain ways the work of the small group can affect students’ ongoing work as readers or writers and channel them to apply the phonics principle to their ongoing reading and writing.

At the end of many phonics small-group lessons, you’ll find additional supports. These boxes contain three categories of supports: replications, extensions, and related lessons from elsewhere in the curriculum that could provide additional support to the members of your small group.
Grades K–1

CH 1 Phonological and Phonemic Awareness, Letter Knowledge, and Concepts About Print

CH 2 Letter-Sound Correspondence, Hearing and Recording Sounds

CH 3 Blends and Digraphs

CH 4 Short Vowels and Long Vowels with Silent E

CH 5 Endings, Contractions, and Possessives

CH 6 Long-Vowel Teams, Diphthongs and R-Controlled Vowels

CH 7 Snap Words

CH 8 Strategies for Writing Words Correctly

CH 9 Strategies for Reading Words Correctly

Grade 2

CH 1 First-Grade Review: -VCe, Long-Vowel Teams, R-Controlled Vowels, and Word Parts

CH 2 Capitalization and Punctuation

CH 3 Complex Consonant Combos

CH 4 Endings and Plurals

CH 5 Reading Complex Words

CH 6 Spelling Complex Words

CH 7 Parts of Speech

CH 8 Compound Words, Prefixes, and Suffixes

CH 9 Troublemaker Words

CH 10 Abbreviations, Acronyms, Idioms, and Dictionary Skills
The Units of Study in Phonics series includes assessments that allow you to track your students’ growth. These are designed to be lean so that you have time to study the findings. The assessments will help you detect any hint of a problem and quickly attend to it. The goal is for you to be able to respond with agility to indications that extra teaching or further assessments are needed. The Small Groups to Support Phonics book offers support for teaching into identified student needs around particular phonics content.

**Kindergarten Assessment Tools**

**Assessing Letter-Sound Correspondence: “Do You Know Your ABCs?”**
- Identifying letter names of upper and lowercase letters
- Identifying sound(s) associated with each letter

**Assessing Concepts About Print: “Help Your Teacher Read a Book”**
- Demonstrating knowledge of the “rules of the road” of print: text orientation, directionality, spacing, letter versus word, and the stop-and-go marks of punctuation

**Assessing Phonological Awareness, Blending, and Segmenting: “Robot Talk”**
- Combining parts of compound words, syllables in words, and individual phonemes into a whole word
- Segmenting compound words, syllables in words, and individual phonemes in words

**Assessing Developmental Spelling: “Help Mabel Label a Picture Book: A Birthday Party”**
- Recording initial consonants, final consonants, medial short vowels, and blends and digraphs when writing labels for items in pictures of a wordless book

**Assessing Snap Words: “Emptying Your Snap Word Pouch”**
- Reading high-frequency and other important words with automaticity
- Writing high-frequency and other important words with automaticity

**First-Grade Assessment Tools**

**Assessing Developmental Spelling: “Help Rasheed Label a Picture Book: My Dog Max”**
- Recording features in a format that matches expectations for end of kindergarten/start of first grade: initial consonants, final consonants, medial short vowels, and blends and digraphs when writing labels for items in pictures of a wordless book

**Assessing Developmental Spelling: “Help Rasheed Write a Picture Book: My Stick Ball Game”**
- Recording CVCe words, endings, advanced blends and digraphs, CVVC words, diphthongs, and R-controlled vowels to fill in the blanks in sentences for a picture book

**Assessing Snap Words: “Blacking Out Your Word Wall”**
- Reading high-frequency and other important words with automaticity
- Writing high-frequency and other important words with automaticity

**Note:** Assess letter-sound correspondence, concepts about print, or phonological awareness only if a child demonstrates weakness in one of these areas, or if he or she did not pass the assessment in kindergarten.
Second-Grade Assessment Tools

Assessing Developmental Spelling: “Help Gus Write a Picture Book: The Tall Slide”
- Recording features in a format that matches expectations for end of first grade/start of second grade: CVe words, endings, advanced blends and digraphs, CVVC words, diphthongs, and R-controlled vowels to fill in the blanks in sentences for a picture book

Assessing Developmental Spelling: “Help Gus Write a Picture Book: The Butterfly Exhibit”
- Recording features in a format that matches expectations for end of second grade: complex consonants, R-controlled phonograms, CVVC/vowel teams, diphthongs, open syllables, final syllables, and inflectional endings, to fill in the blanks in sentences for a picture book

Assessing Troublemaker Words: “Checking Your Word Book”*
- Reading high-frequency and other important words with automaticity
- Writing high-frequency and other important words with automaticity
* Note: Assess letter-sound correspondence, concepts about print, or phonological awareness only if a child demonstrates weakness in one of these areas, or if he or she did not pass the assessment in kindergarten.
## Sequence of Instruction across the Kindergarten Units

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# Sequence of Instruction across the Grade 1 Units

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### Sequence of Instruction across the Grade 2 Units

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<td><strong>Fast-paced review from first grade</strong></td>
<td><strong>Tips for reading multisyllabic words</strong></td>
<td><strong>Tips for spelling multisyllabic words</strong></td>
<td><strong>Collecting words, vocabulary building</strong></td>
</tr>
<tr>
<td>• Silent e</td>
<td>• Breaking between two consonants</td>
<td>• Using bigger parts to spell longer words</td>
<td>through a variety of contexts</td>
</tr>
<tr>
<td>• Vowel teams</td>
<td>(closed syllables)</td>
<td>• Using a vowel in every syllable</td>
<td>• Word function/parts of speech: nouns, verbs, adjectives</td>
</tr>
<tr>
<td>• CVCe</td>
<td>• Consonant -le syllable</td>
<td>• Writing by analogy</td>
<td>• Synonyms/shades of meaning</td>
</tr>
<tr>
<td>• <em>R</em>-Controlled Vowels</td>
<td>• Double consonants signal a short vowel</td>
<td>• Developing a stronger visual checking</td>
<td>• Homonyms</td>
</tr>
<tr>
<td><strong>Second-grade habits</strong></td>
<td>• Flexibility with vowel sounds when</td>
<td>sense and habits for spelling; trying</td>
<td></td>
</tr>
<tr>
<td>• Commonly misspelled high-frequency words</td>
<td>breaking words into parts</td>
<td>unknown words more than one way and</td>
<td></td>
</tr>
<tr>
<td>• Punctuation rules</td>
<td></td>
<td>choosing the spelling that looks right</td>
<td></td>
</tr>
<tr>
<td>• Specific capitalization rules:</td>
<td></td>
<td><strong>Compound words</strong></td>
<td></td>
</tr>
<tr>
<td>holidays, titles, geographic places</td>
<td></td>
<td><strong>Root words + affixes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Homophones and homographs</strong></td>
<td><strong>Complex consonants</strong></td>
<td>• Prefixes (un-, non-, in-, im-, pre-, re-)</td>
<td></td>
</tr>
<tr>
<td><strong>Powerful Patterns: High-utility phonograms (37 most common)</strong></td>
<td><strong>Inflected endings:</strong></td>
<td>• Suffixes (-ing, -ed, -ly, -ful, -less, -er, -est)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spelling generalizations for multisyllabic words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dropping the silent e</td>
<td><strong>Using vowels to help decode</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Doubling the consonant</td>
<td>multisyllabic words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plurals</td>
<td>• Vowel team review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Changing Y to I, add -es and -ed</td>
<td>• Vowel-R (R-controlled syllables) in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Common endings: -tion, -ly</td>
<td>multisyllabic words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schwa</td>
<td></td>
</tr>
</tbody>
</table>
Fit with the Reading and Writing Units, Grade K

The Units of Study in Phonics were written to fit tongue-in-groove with the reading and writing units. The phonics units will help teachers synchronize instruction across the kindergarten, first-grade, and second-grade reading and writing units of study, allowing opportunities to revisit high-leverage phonics skills across the day in ways that will help students become stronger readers and writers.

<table>
<thead>
<tr>
<th>Months</th>
<th>Reading Units of Study</th>
<th>Phonics Units of Study</th>
<th>Writing Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>UNIT 1 We are Readers</td>
<td>UNIT 1 Making Friends with Letters</td>
<td>UNIT 1 Launching the Writing Workshop</td>
</tr>
<tr>
<td>Oct/Nov</td>
<td>Emergent Reading: Looking Closely at Familiar Texts (If… Then… Book)</td>
<td>UNIT 2 Word Scientists</td>
<td>Show and Tell: From Labels to Pattern Books (Available separately from the Core Units)</td>
</tr>
<tr>
<td>Jan/Feb</td>
<td>UNIT 3 Bigger Books, Bigger Reading Muscles</td>
<td>UNIT 4 Vowel Power</td>
<td>UNIT 3 How-to Books: Writing to Teach Others</td>
</tr>
<tr>
<td>Feb/Mar</td>
<td>UNIT 4 Becoming Avid Readers</td>
<td>UNIT 5 Playing with Phonics</td>
<td>UNIT 4 Persuasive Writing of All Kinds: Using Words to Make a Change</td>
</tr>
<tr>
<td>Mar/April</td>
<td>Growing Expertise in Little Books: Reading for Information (If… Then… Book)</td>
<td>If… Then… Phonics (Online Resources)</td>
<td>Writing All-About Books (If… Then… Book)</td>
</tr>
<tr>
<td>May/June</td>
<td>A Unit of Your Choice ← or → Giving the Gift of Reading (TCRWP Curricular Calendar)</td>
<td>If… Then… Phonics (Online Resources)</td>
<td>A Unit of Your Choice ← or → Crafting Stories Using All We Know about Narrative Writing (TCRWP Curricular Calendar)</td>
</tr>
</tbody>
</table>

Schools that partner with the Teachers College Reading and Writing Project for professional development will have access to TCRWP Curricular Calendars and User’s Guides. Otherwise, please refer to the If… Then… book for additional support. Note that the sequences included here are 2019–20 recommendations from TCRWP. Suggested sequences are updated annually and posted on the Teachers College Reading and Writing Project website.

For more information, visit www.heinemann.com/unitsofstudy/phonics
# Grade One

<table>
<thead>
<tr>
<th>Months</th>
<th>Reading Units of Study</th>
<th>Phonics Units of Study</th>
<th>Writing Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept/Oct</td>
<td><strong>UNIT 1</strong> Building Good Reading Habits</td>
<td><strong>UNIT 1</strong> Talking and Thinking about Letters</td>
<td><strong>UNIT 1</strong> Small Moments: Writing with Focus, Detail, and Dialogue</td>
</tr>
</tbody>
</table>
| Oct/Nov      | **UNIT 2** Word Detectives: Strategies for Using High-Frequency Words and for Decoding  
(Available separately from the Core Units) | **UNIT 2** The Mystery of the Silent e                       | Writing How-to Books  
(If… Then… Book)                                                   |
| Nov/Dec      | **UNIT 2** Learning About the World:  
Reading Nonfiction                                            | **UNIT 3** From Tip to Tail: Reading across Words      | **UNIT 2** Nonfiction Chapter Books                              |
| Jan/Feb      | **UNIT 3** Readers Get to Know Characters by Performing Their Books  
(If… Then… Book)                                              | **MINI-UNIT IN PHONICS**                                  | **UNIT 3** Writing Reviews                                        |
|              | **If... Then... Phonics**                                    | **Reading and Writing with More Power:**  
Snap Words, Editing, and More!  
(TCRWP User’s Guide)                |                                                                |
| Feb/Mar      | **UNIT 3** Readers Have Big Jobs to Do:  
Fluency, Phonics, and Comprehension                            | **UNIT 4** Word Builders: Using Vowel Teams to Build Big Words  | Music In Our Hearts: Writing Songs and Poetry  
(If… Then… Book)                                                  |
| Mar/April    | **UNIT 4** Meeting Characters and Learning Lessons:  
A Study of Story Elements                                         | **UNIT 5** Marvelous Bloopers: Learning through Wise Mistakes  | **UNIT 4** From Scenes to Series: Writing Fiction                |
| May/June     | **UNIT 5** Reading Nonfiction Cover to Cover:  
Nonfiction Book Clubs  
(If… Then… Book)                              | **If... Then... Phonics**                                | Independent Writing Projects Across the Genres  
(If… Then… Book)                                                     |

For more information, visit www.UnitsofStudy.com/Phonics
# Fit with the Reading and Writing Units, Grade 2

## Grade Two

<table>
<thead>
<tr>
<th>Months</th>
<th>Reading Units of Study</th>
<th>Phonics Units of Study</th>
<th>Writing Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td><strong>UNIT 1 Second-Grade Reading Growth Spurt</strong></td>
<td><strong>UNIT 1 Growing into Second-Grade Phonics</strong></td>
<td>Revving Up Writing Muscles (Two weeks; TCRWP User’s Guide) or begin Unit 1</td>
</tr>
</tbody>
</table>
| Sept/Oct   | **Growing Word-Solving Muscles**  
(Two weeks; TCRWP User’s Guide) or move to Unit 2 | **If... Then... Phonics**  
(Online Resources) | **UNIT 1 Lessons from the Masters: Improving Narrative Craft** |
| Nov/Dec    | **UNIT 2 Becoming Experts: Reading Nonfiction** | **UNIT 2 Big Words Take Big Resolve: Tackling Multisyllabic Words** | The How-To Guide to Nonfiction Writing  
(Available separately from the Core Units) |
| Jan/Feb    | A Unit of Your Choice  
(If… Then… Book) | **If... Then... Phonics**  
(Online Resources) | **UNIT 3 Writing About Reading** |
| Feb/Mar    | **UNIT 3 Bigger Books Mean Amping Up Reading Power** | **UNIT 3 Word Builders: Construction, Demolition, and Vowel Power** | **UNIT 4 Poetry: Big Thoughts in Small Packages** |
| Mar/April  | Reading Nonfiction Cover to Cover: Nonfiction Book Clubs  
(If… Then… Book) | **UNIT 4 Word Collectors** | **UNIT 2 Lab Reports and Science Books**  
(If… Then… Book) |
| May/June   | **UNIT 4 Series Book Clubs** | **If... Then... Phonics**  
(Online Resources) | **Writing Gripping Fictional Stories** |

For more information, visit [www.heinemann.com/unitsofstudy/phonics](http://www.heinemann.com/unitsofstudy/phonics)
“Over the years, teachers have repeatedly told me that workshop teaching has given them new energy, clarity, and compassion, reminding them why they went into teaching in the first place. I understand what these teachers mean, for it has done all this—and more—for me as well.”

—Lucy Calkins