

SERIES OVERVIEW

UNITS OF STUDY *in* PHONICS ♦ GRADES K-2



LUCY CALKINS AND COLLEAGUES FROM THE TEACHERS COLLEGE READING AND WRITING PROJECT



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Units of Study in Phonics

The Units of Study in Phonics series:

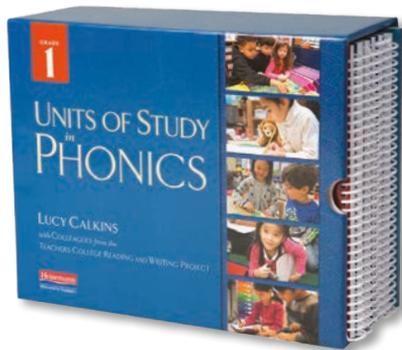
- ▶ provides a lean and concise instructional pathway in phonics that is explicit and systematic, yet also realistic and doable, and that taps into kids' skills and energy for tackling the fabulous challenge of learning to read and write;
- ▶ introduces high-leverage phonics concepts and strategies in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

What does the Phonics series contain?



Grade 1 shown

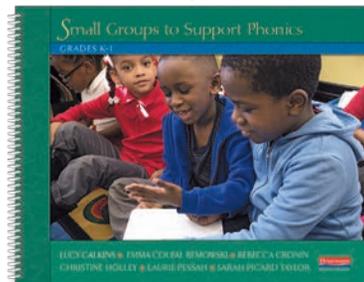
◆ Units of Study

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.



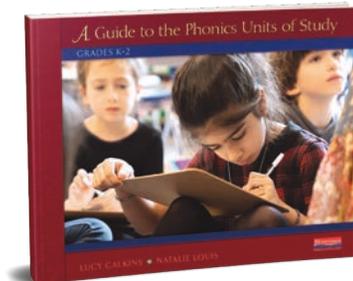
◆ Small Groups to Support Phonics

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.



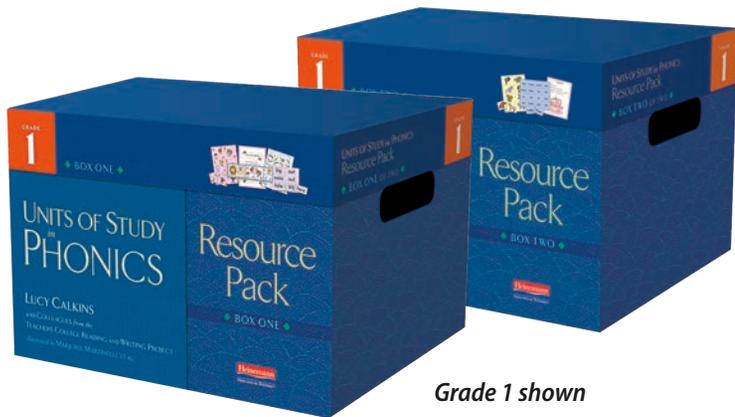
◆ A Guide to the Phonics Units of Study

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.



◆ 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.



Grade 1 shown



◆ Teaching Text

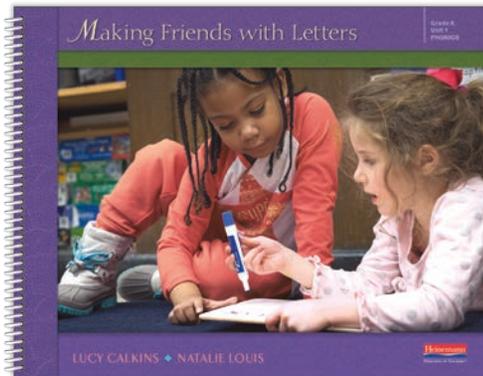
A teaching text is included with the unit books to help teachers demonstrate phonics concepts and strategies. For example, the teacher uses *Lions* in Grade 1, Unit 3 (*From Tip To Tail*) to show how to read all the way across hard words rather than skip them.



Units of Study in Phonics ♦ Kindergarten

An Overview of the Kindergarten Phonics Units

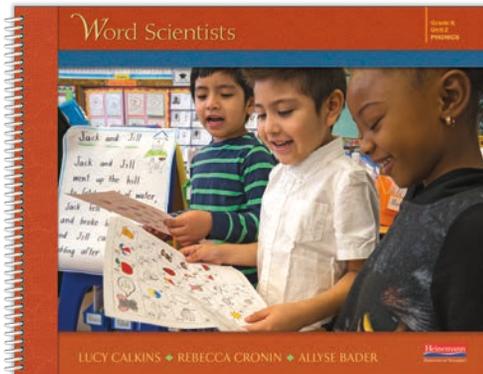
Although human beings don't experience the metamorphosis that characterizes the life of a caterpillar, the transformation that happens during kindergarten is no less astonishing. Many of your children start their year holding books upside down and backwards and making letters that look like squiggles, 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*

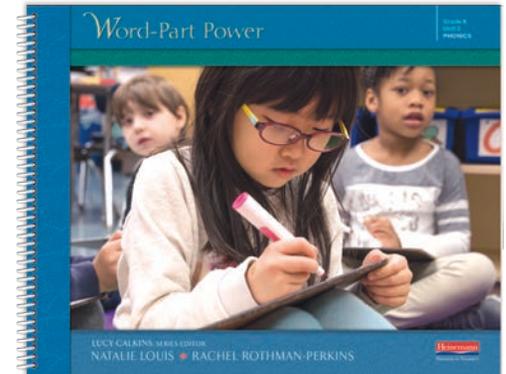
by Lucy Calkins, Rebecca Cronin, Allyse Bader

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

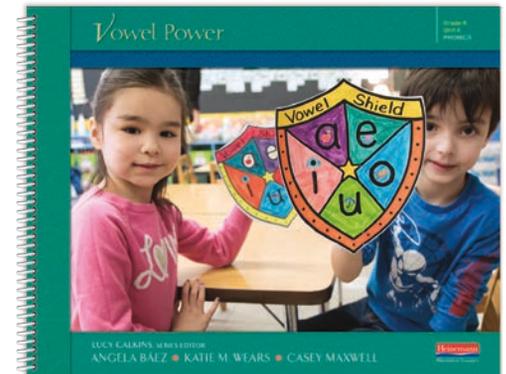
You'll start this unit with a bend that helps all your students use their super powers to make that giant step from writing labels to writing sentences. In Bend II, kids learn to use word-part power to grasp the power of phonograms. Students learn that the words *at*, *in*, *it*, and *an* have word power 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

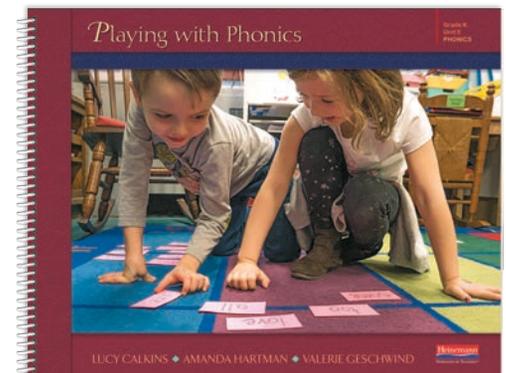
At the start of this unit, we add a new super power: vowel power! You will introduce new high-frequency words, *am* and *did*, that further students' study of short *A* and short *I*. As Bend I gives way to Bend II, you'll continue the puzzling work of distinguishing short-vowel sounds from one another. 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.



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'll 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 slapped my pocket several times.

SESSION 3: LEARNING TO OWN LETTERS

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

Each twenty-minute session begins with an abbreviated minilesson that channels kids to do some work.

Bold text highlights the key teaching moves the teacher will make across the session.

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 that 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."

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." I moved my finger to the *M* in Mabel's name.

"Let's say the name of this letter 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, 'Mmmm,' like in *MMMabel*. *M* says /mmm/ like in *MMMike*. Everyone sound it with me: /mmm/. Let's stretch the sound even longer, mmmmmmmmm. Let's do it again, this time adding Mabel's name. /mmmmmmmm/ *MMMMMabel*."

Channel children to write the capital version of the letter several times with invisible markers, first in the air and then on the carpet, repeating the letter formation pathway each time.

"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 necklace. "Or we can write it small—or 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 voiced over the letter formation pathway as students wrote in the air, "Line down! Back up! Slanted line down. Slanted line up. Line down!



Teachers who are 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 own—a name. Now you are zooming in and helping them to come to know—to own—a letter.



You'll definitely want kids to engage in whole-arm invisible writing along with you. The large physical actions will help them. You'll probably want to follow this "verbal pathway" exactly unless your school has another it prefers. The important thing is that whatever language you use to say the way you write the letter, you stay consistent with that language throughout your teaching of letter-sound work.

"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 easel 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.

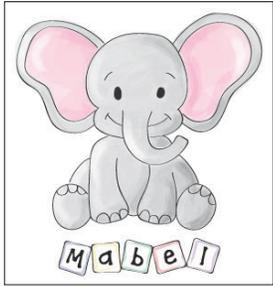
"Now let's write the lowercase *m*." I pointed to Mabel's name tag and the letter *M* on the name wall and said, "The capital *M* and the lowercase *m* have the same name, *M*, and the same sound, /mmmm/, but they look different. Watch me first." I turned my body away once more and held my arm out in 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.

SESSION 3: LEARNING TO OWN LETTERS

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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. /Mmm/. That's the sound you make when food is good, isn't it? Mmmml! I rubbed my stomach and mmm-ed contentedly, inviting kids to follow. "What sound do you make when food is good?" The kids "mmmm-ed."

"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, "Mm-mmm." 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, "Mm-mmm."

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 /m/-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 /m/-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 shoebox 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 added, "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. "Look at the way Tymel and Jessica are holding their book together." I motioned 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

"Now we are going to trade books. When you get a new book, see if you can go to the parts of the book that your friends have marked and see if you can find the *M* word that they marked. This isn't easy work, so when I hand you your book, get started!" I quickly grabbed the books students were holding up and passed them to new partnerships.

SHARE • Finding Initial Sounds in Words and Pictures

Share the words that two partnerships found, highlighting that some students found words in the text starting with *M*, while others found something in a picture that started with the /m/ sound.

"Kindergartners, you did some hard work today searching for *M* words in your books! Kim, can you come up and show the class the word you and your partner found?" Kim came up and pointed to the word *me*. "Wow, you found the word *me*! And Abbie, you put your Post-it next to something different, didn't you? Can you come up and show the class?" Abbie came up and pointed to the picture of a mom in her book. "You're right, *mom* does start with the /m/ sound! Learning our letters and sounds can help us read the words *and* the pictures in our books."

EXTENSION 1 • Putting Mabel's Name Necklace Back In Order

GETTING READY

- Before this extension, shuffle the letters on the class mascot's name necklace, so they are in the wrong order.

Invite students to help put Mabel's name necklace back in order. Set them up to talk in pairs. Remind them to study her name on the name chart if they need help.

"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 the right order? Let's look at her name on the name chart to help us." I pointed to Mabel's name on the chart and then back to her jumbled name on her necklace. "Hmm, . . . turn to someone next to you. What should we do first to fix Mabel's name?" I listened in as students talked.

"I was listening to you all talk, and I heard Corrie say we need to move the *M* to the front." I took the letters off of Mabel's necklace. "Corrie, can you come up and string the *M* back where it belongs? Wow, thank you! I know Mabel really appreciates that help!" Other students came up one at a time and helped put the rest of Mabel's name back in order. Some children could not say the name of the letter when they wanted to move it but they could point to it or describe what it looked like.



SESSION 3: LEARNING TO OWN LETTERS

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

After the the semi-independent work of partnerships or clubs on the rug, each phonics session ends with a brief share to reinforce or extend learning.

In each session, two or three extensions help you revisit phonics instruction across the school day—a key way to solidify instruction and help ensure students' phonics learning transfers to their reading and writing.

ther now that we have the letters in the right order." I
ss the word. We repeated this a few times, and then I

To Practice Rhyming

o hear. We use Mem

fill in rhyming words based on the pattern of the

s book so much, they join in while I'm reading it. Even
o right in. You will know when it is your turn because I
that goes in that part. Are you ready?"

d I emphasized the second *mouse* to signal that word
he . . . " I stopped before the rhyming word *house*, and

I again tilted my head toward the children. When no one called out *house*, I read the word, then continued. I continued to pause at the end of each couplet, and soon children were guessing rhyming words.

Trust in the process of repeated practice here, even if your students aren't guessing the rhymes. Try not to do too much explaining and resist the urge to post the rhyming words up on the easel so that children can study their spelling similarities. Remember, the focus of your teaching at this point in the unit is phonological awareness, so here you invite children to listen to sounds in words.

Helpful coaching tips in the margins support teaching.

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



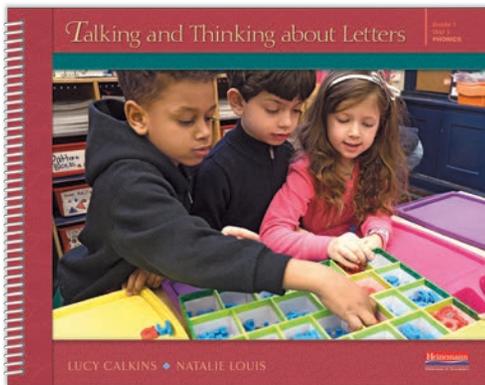
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Units of Study in Phonics ♦ Grade 1

An Overview of the Grade 1 Phonics Units

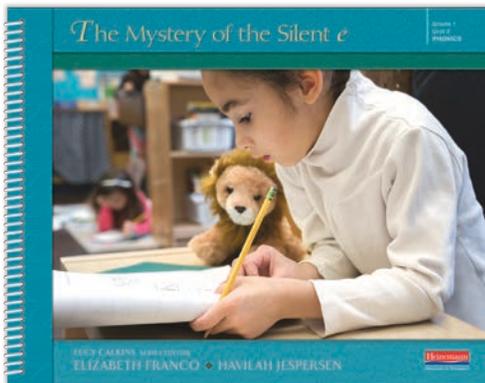
First-grade phonics is all-important. In this one year, students are expected to make the growth that enables them to go from reading little books comprised of just a few pages to reading early chapter books. In writing, too, there are ambitious expectations—children are asked to go from writing a few 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*

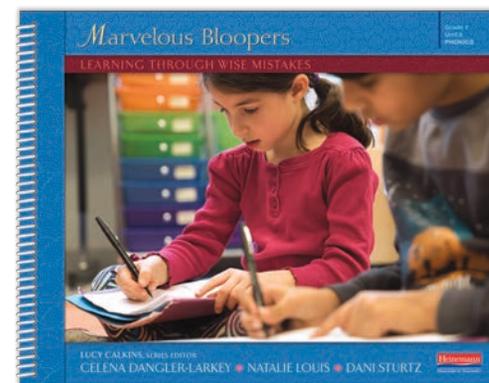
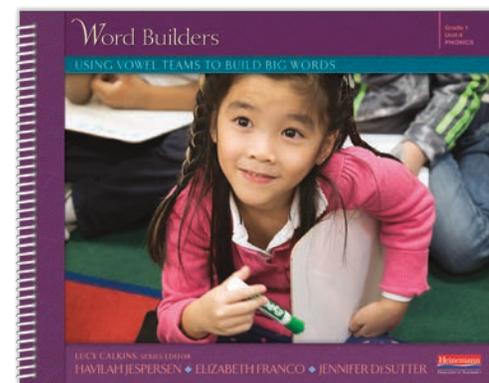
by Havilah Jespersen, Elizabeth Franco, Jennifer DeSutter

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

GRADE ONE

Each session includes a clear statement of what will be taught and what students will do that day along with a handy checklist to help teachers prepare for teaching.

GETTING READY

- ✓ Have your magnetic letters ready.
- ✓ Display the chart, "Listen to the sound these letters make together . . ."
- ✓ Have the letter and riddles from Rasheed ready to display.

PHONICS INSTRUCTION

Phonemic Awareness Letter Knowledge

- Identify the letters in blends and digraphs.

Phonics

- Hear, say, and identify blends and digraphs in familiar 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 side by side, they can make a new sound. We call these new sounds digraphs. Today we'll study some digraphs and make entirely new words.

"I was glad that Rasheed reminded us to spend one more day reminding ourselves of all we learned. Will you think, right now, if you were going to teach a lesson, what would you teach?"

I gave children a moment to think. "Can you give me an example of a blend?" I let the kids talk. I voiced over their words.

After a minute I said, "You remember that I showed you how to make a whole new sound. It's almost like magic."

I used magnetic letters to show a *T* and an *H*, for example. "If you put them together, you can make a new sound, like in *thick* or *thigh*. It's almost like magic."

two letters were side by side and I said, "A whole new sound: /th/. " I repeated this, sliding magnetic letters together to create a *ch* and a *sh* digraph.

For each combination, I waved my hand as if performing a magic trick and repeated "presto change-o," then announced, "We have the sound . . . /shhhhhhh/ like in *shoe* or *shell*!"

✦ Name the teaching point.

"Today I want to remind you that letters can work together to make new sounds, like when an *S* and an *H* come together in *shop*. You can look out for these letters and sounds to help you read and spell tough words."

TEACHING

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

"Let's use what we know about letters that work together to make new sounds. I was thinking we might add some pictures to this chart to help us remember the sounds that these digraphs make." I clipped a chart listing the digraphs to the easel and invited the class to generate the sound made by each digraph and think about what picture we might add to that chart that could serve as a cue, reminding them of the sound.

We'd soon make our own variation of the "Listen to the sound these letters make together . . ." chart.

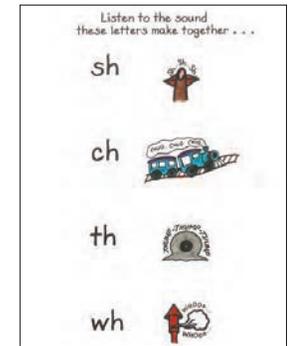
ACTIVE ENGAGEMENT/LINK

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

"When I got to school this morning, Rasheed whispered, 'I really want to play a game with the class today,' and he handed me this riddle. I think he wants us to read and solve it! Are you up for it?"

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 *also* be on the lookout for blends and digraphs." I pointed to several digraphs on the chart—each was underlined. "Will you read this to yourself and see if you can guess the answer to the riddle, then compare how you read it with your partner and see if you read the words similarly? Help each other word solve and riddle solve.

"Let's read this together." We started to read the first line together. I paused before the word *sharp*. "Hmm, . . . thumbs up if you're noticing the start of this word." I gestured toward the digraphs chart as kids raised up thumbs, some calling out, "S-H!"



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 claim to 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* at the beginning of this word. Hmm, . . . so does this word start with . . . /sssss/ /h/h/h/h/?" I produced each sound separately as kids shook their heads to disagree. "What sound do those letters make when they combine?"

"/sh/," the class called back.

I pointed to the anchor picture on the chart. "Yes, /sh/ like in when you say 'Shhhhh, let the baby sleep.' Let's use that to help us solve this word. Let's start at the beginning and read through the whole word. 'I have sh-shar- . . .'"

"Sharp! Sharp!" kids shouted out.

"Let's check it. Does *sharp* look right?" I slid my finger under the word from left to right. "Yes, all the parts look right. Let's read on and make sure it makes sense and sounds right here."

We read the whole sentence together. Some children pointed out the *th* at the end of the word *teeth*. I quickly acknowledged the final digraph to offer some quick exposure to digraphs at the ends of words. "Yes! Sometimes you'll find these parts at the ends of words, too. Let's say the word and listen for that sound. *Teeth* . . . What sound do you hear at the end?"

"/th/," kids responded.

"Wow! How cool! You can look out for these letters and sounds at the beginning *and* at the end of words you need to read or write. Let's keep going . . ."

We continued on. I paused at words featuring an initial digraph to give students repeated opportunities to recognize familiar letter combinations, before prompting them to produce the first sound of each word.

When we reached the end of the riddle, I prompted partners to share their guesses. "Don't shout it out . . . whisper your guesses to a partner first." After just a few seconds, I called the class back together. "So, what is the answer to Rasheed's riddle? What lives in the ocean and has sharp teeth and is smaller than a whale?"

"Shark!" kids announced.

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

"/shhhhhhh/," 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 write this on chart paper if you do not have a document camera.

Rasheed's Digraph Riddle

I have sharp teeth.
I use 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?



TALKING AND THINKING ABOUT LETTERS

Sample session from Talking and Thinking about Letters © 2018 by Lucy Calkins. All rights reserved. Published by Heinemann. www.unitsofstudy.com

To help teachers engage students and make connections to the reading and writing units, there is a fun storyline to each unit and a mascot for each grade level. In first grade, the mascot is a beloved lion named Rasheed.

Where appropriate, possible coaching moves are recommended in marginal notes next to the text.



make these sounds: /ch/, /sh/, /th/.

er all our names? And as we read these, if you see a blend or a

POSSIBLE COACHING MOVES

- ▶ "Check the beginning. Are there two letters before the vowel that work together to make a new sound? Use the chart to help you."
- ▶ "Now reread the word quickly, beginning to end."
- ▶ "Reread that line. Look and listen for sounds like /sh/, /ch/, /th/, and /wh/."
- ▶ "Take a closer look at this part of the word. What sound does this part make?"
- ▶ "I see a vowel in that word. What sound does short / make? Put /ch/ together with /i/ to help you solve the word."

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After the minilesson, you'll keep kids close as they work with partners or in rug clubs to apply their growing repertoire of strategies for studying letters, sounds, and word parts.

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

RUG TIME CLUBS

Distribute copies of a second riddle to rug clubs and channel them to read it, using digraphs to solve and check their reading.

"Are you ready for one last riddle from Rasheed? Awesome! With your club, read the riddle. Here's a tip: There are lots of words that start with these magical letters, like *C* and *H* in *chomp* and *W* and *H* in *whale*. Stop when you see these parts at the start of the word—remember you might even see them at the end of a word. You can use the chart to help you remember the sound they make together. Then work with your club to read and check the whole word!"

SHARE • Noticing the Way Words Are Spelled Everywhere: Syllables, Vowels, Blends, and Digraphs

Reinforce with students that it's important to notice the way words are spelled—on street signs, on shops, and in their books.

"Readers, remember how I told you that experts see a dog (or a Pokémon) and they don't just say, 'There's a dog' and 'There's a Pokémon.' They notice so much more because they know a lot about dogs, and a lot about Pokémon."

SESSION 7: STUDYING MORE DIGRAPHS IN NAMES

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"What Am I?" Riddle

This is a game you can play.

I am black and white.

I have a king and queen.

When you win, shout, "Checkmate!"

What am I? [Chess]

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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.
6. *Thunder*. *Thunder* roars.



TALKING AND THINKING ABOUT LETTERS

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Snappy, sneezing, s-n,
 You know the blends are all there!

Smarty, smiling, s-m,
 Smarty, smiling, s-m,
 Smarty, smiling, s-m,
 You know the blends are all there!

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).

our rug club? Talk over the spellings you tried. Which looks right? Did you get that part of the word right?"

Each child to make a list of the blends or digraphs to still work hard for you?" I said. "Later we'll have small groups to give you

Song

to write their own verses using other blends.

ready to learn 'The Blend Song'! I'll sing it first to the class. Once you learn the first few verses, you can write your own that on another day after we learn the song and

Blends and Digraphs			
s	r	l	h
sc	br	bl	ch
sk	cr	cl	ph
sm	dr	fl	sh
sn	fr	gl	th
sp	gr	pl	wh
st	tr	sl	
sw			

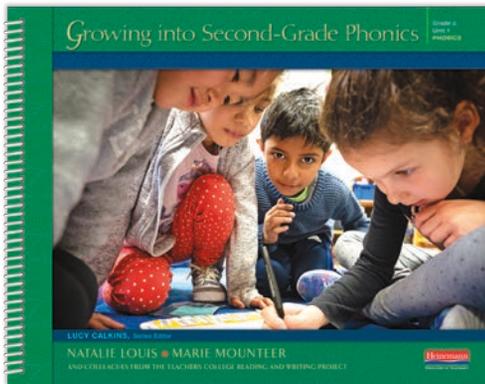
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Units of Study in Phonics ♦ Grade 2

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 Munteer

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*

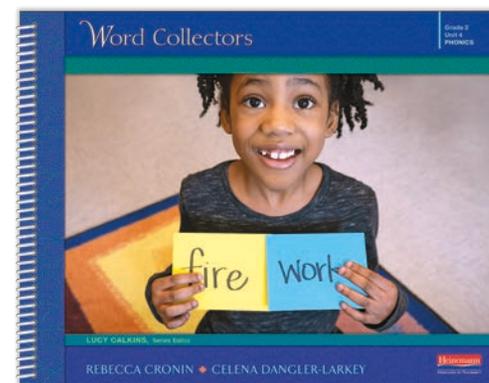
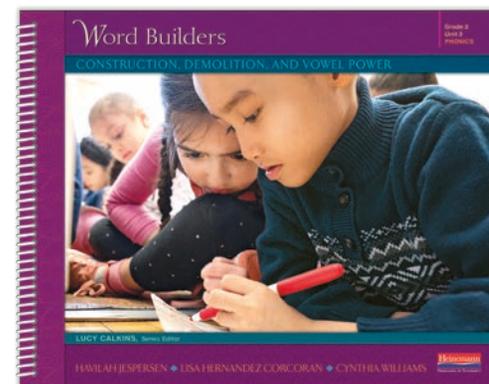
by Havilah Jespersen, Lisa Hernandez Corcoran, Cynthia Williams

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.



Second-Graders Are More Careful Spellers, Especially with Troublemaker Words



IN THIS SESSION

TODAY YOU'LL teach students that second-graders are careful spellers. They are always on the lookout for troublemaker words, and when they come to one, they know to spell that word carefully. You will introduce a list of class troublemaker words, then teach kids a step-by-step protocol to learn to spell troublemaker words.

TODAY YOUR STUDENTS will practice looking at the troublemaker list of words that you've identified. They will try some steps from the protocol: noticing which part of the word is tricky, drawing on phonics knowledge to make sense of that part, inventing a trick to remember the spelling, and practicing the word, if needed. Finally, you'll welcome Gus (who turns out to be a stuffed dragon). You'll wrap up by reading a letter Gus wrote to the class.

MINILESSON

CONNECTION

Let students know that you have received a special envelope from the principal, then reveal a letter asking you to help stop nine things that are the biggest "troublemakers" in the whole school. Build suspense until you reveal the list of the culprits: nine of the trickiest spelling words.

"Second-graders, today we start a new part of our phonics unit, almost like a new chapter. I've been thinking about how we are getting ready for Gus to join our class, and how we are going to help him become a second-grader. And I realized that it's not just Gus who needs help becoming a second-grader—it's *all of you*. Because you don't just automatically become a second-grader when you move into a second-grade classroom. You become a second-grader by pushing yourself to do second-grade work."

SESSION 8: SECOND-GRADERS ARE MORE CAREFUL SPELLERS, ESPECIALLY WITH TROUBLEMAKER WORDS

GETTING READY

- ✓ Prepare an envelope from the principal with a letter concerning a list of "troublemaker words" inside. Display the list. These are words that we predict kids will misspell the most often and were likely introduced in first grade.
- ✓ Distribute whiteboards and markers to each student.
- ✓ Display and introduce the anchor chart, "Tackle a Word!"
- ✓ Add the "My Troublemaker Words" sheet to each student's writing folder and ask students to bring their writing folders to the rug.
- ✓ Be ready to introduce the new second-grade class mascot, Gus. Give him a name tag and attach his letter to his arm. Put him in a special chair at the front of the meeting area.
- ✓ Display Gus's letter to the class.
- ✓ Gather the words *said, they, where, friend, girl, when, went, and your* to add to the word wall.
- ✓ Create a word wall in your classroom with the alphabet cards only for now.

PHONICS INSTRUCTION

Word-Solving: Spelling

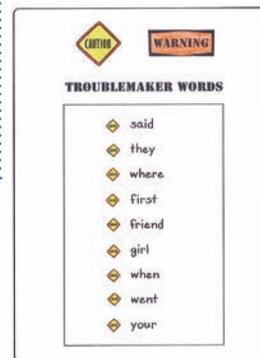
- Develop strategies for remembering how to spell commonly misspelled high-frequency words.
- Review frequently misspelled high-frequency words: *said, they, where, first, friend, girl, when, went, and your*.
- Study high-frequency words by noticing tricky parts.

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GRADE TWO

Each session includes a list of the specific phonics concepts that will be taught that day along with an overview of what the teacher and students will do.

Do
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s?
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I know you are about to start a new part of your phonics unit and that you will be helping your students ramp up their reading and writing to become true second-graders. But before you get into that, I need your class to help with a schoolwide problem! I'm sending you the names of nine things that cause incredible trouble in our school—the most trouble. These nine trouble-maker things are causing lots of problems from classroom to classroom, and these problems need to stop. Will you help?

FIG. 8-1 A letter from the principal.

Teachers, this is a list of the words that kids misspell often. They are also words that were taught as high-frequency words in first grade. If not many kids in your class find these words troublesome, adjust the list, perhaps adding words like cousin and because. Avoid homophones (their, there) for now! You will be adding these words to the word wall so choose words based on your class needs.

that these words cause trouble, and I think she means that dealing with these troublemaker words is part of doing second-grade work. She is right: even though you know all of these words, and even though they're in your Snap Words Books when you go to write them, some of them still cause trouble for you. And the real trouble with that is, it prevents your writing from looking like second-grade work."

✿ Name the teaching point.

"Today I want to teach you that you become a second-grader by pushing yourself to do second-grade work. Second-graders aren't just *older* than first-graders. They are also more careful spellers. Specifically, second-graders are always on the lookout for troublemaker words—when they come to one, they know to spell that word carefully."

TEACHING AND ACTIVE ENGAGEMENT/LINK

Put today's session into context by reminding kids of the work they did earlier with the words they learned to read in a snap during kindergarten and first grade, and of their Snap Words Books.

"Second-graders, do you remember the other day when you learned that you have to . . ." I started to sing:

Make new knowledge
But keep the old
One is silver
And the other's gold.

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GROWING INTO SECOND-GRADE PHONICS

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 chant?"

"I'm reminding you of all this because these troublemaker words that the principal sent us—these 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, "Yeeees." 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:

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.

Nodding, I circled the *ir* and said, "Some of you said that *st* is the tricky part, and a lot of you think that *ir* is the troublemaker part of *first*, that's where I slowed down" I circled the *ir* 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?"



Tackle a Word!

Study The Word

- Try to spell it
- Figure out the hard part

Think . . .

- Can phonics help? If not → Can I invent a trick to help me?

If you need to practice it . . .

- Chant it
- Write it over and over
- Turn it into a rhyme
- Take a mind picture
- Sing it
- Clap it

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).

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

many students.

troublemaker part, I can skip the 'invent a trick' step and check that it looks right." I pointed to the third step. "First. . . that doesn't look right. And anyway *er* usually comes at /ər/ sound?" I looked at the "Vowels with R" chart. I said, "Let me check it. Yes, it's *ir*. That looks right. The troublemaker part of this word helped me spell *first* to underline the *ir* so we remember the troublemaker wall.

is an exception to a phonics generalization, friend,

word causes zillions of second-graders trouble. Will you write *friend* on your whiteboard and notice the part that

causes the troublemaker part for you. Underline it." When I wrote *friend* at the end. A lot of you think it's the *ie* part that

causes trouble.

"Now you might think, 'What phonics do I know that can help with this part?'" I gave the class about ten seconds to think.

"I don't think there's something on our list of phonics words that can help. One of the things that make the spelling of *friend* so tricky is that the *ie* does not follow phonics rules—a lot of troublemaker words are like that. I wonder, is there something else we can do to help remember how to spell this word?"

I pointed to the process described in the second part of the chart and said, "Since phonics won't help here, you might think, 'Can I invent a trick to help me?'"

I pointed to the visuals under that category on the chart as I explained. "You might find a smaller word inside the word you are trying to remember. Like the *end* in *friend*. You might put both words in a silly sentence. You might think something like, 'My *friend* will come to help at the *end*.' You might say it as a silly way to help yourself remember. When I spell *friend*, I remember it this way: '*Friend* starts like *Fri-day*, and ends with *end*.' So I can say the word like *fry-end* to help me remember. Just like on our chart, someone might remember the silent *W* in *answer* by saying the word, *ans-wer*, pronouncing the *W* sound in the second syllable. That's silly, but sometimes silly things can help you remember how to spell. Those things can all help when a word doesn't fit with the phonics you know.

"Now, it's time to see if you've got it. Erase your whiteboards and write the word *friend* again. I'll cover the word up here." I pointed to the "cover, write, and check it" step on the chart.

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 won't always help, as there are many words that are trouble because they are exceptions.

When many of us were young, we were taught a "rule" that goes, "I before E except after 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, their, science, and ancient. You'll see that we mention, at certain points, that some people have a saying, "I before E," but we don't present it as an all-powerful, infallible rule.



GROWING INTO SECOND-GRADE PHONICS

To download full-sized sample pages, 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 practice 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-R-I*, then paused and chanted *E-N-D*. I did it 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 *ie* 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 peeking! 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 can help, invent a trick to remind yourself of the spelling. You might find another word inside of it, like *end* inside *friend*, or you might say it in a different way, or chant it, or make up a silly sentence to remember how to spell. Pointed to these things in the visual reminders on the chart. "Cover, write, and check it, and then practice it some 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 encouraged them to choose another troublemaker word to work on.

After kids had been working for a few minutes, I interrupted them. "Class, I want to remind you that sometimes 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 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.

SESSION 8: SECOND-GRADERS ARE MORE CAREFUL SPELLERS, ESPECIALLY WITH TROUBLEMAKER WORDS

POSSIBLE COACHING MOVES

- ▶ "The tricky part in the word *said* is that it sounds like it's spelled with an *E* not an *A*. But *said* and *say* are kind of the same word, and they both start with *S-A*. I'm going to say it like *say-d* when I spell it."
- ▶ "The word *they* sounds like it should be spelled with *th*, but it's actually *th*. You remember the word..."

Specific coaching moves are provided to help teachers lift the level of work that kids do during rug time.

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 word lists. 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 up 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 sticky tack on the back." I held up each troublemaker and chose a student to add it to the wall.

Soon, students will be presented with a copy of "My Word Book," in which they'll store their personal troublemakers going forward. They'll transfer these words that they've collected on Post-its into their books.

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 hopeful.

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 ducking 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.



GROWING INTO SECOND-GRADE PHONICS

Students work in pairs or quartets called rug clubs. Rug club members build a strong rapport with one another, encouraging teamwork, questioning, and risk taking.

Dear Class 202,

I am Gus. Last year, I went to another school. I want to be in yur class but I have a problem. At my old school, thay did not teach me how to be a second gradr. Thay did not teach me a lot of phonics. I need some nice frends to help me catch up.

Love, Gus

"Aw, 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

GETTING READY

- Be sure students have their writing folders.
- Display Gus's letter to the class from today's session.
- Display the list of "Troublemaker Words."

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

"Second-graders, let's play a quick game that will help you catch those troublemaker words in your writing. To play game, you'll take a look at a page of your partner's writing, and you'll see if there are any troublemaker 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 try to find and fix all of those words.

"Let's start by pretending that Gus is your partner. Will you look over Gus's writing and count up the number of troublemakers he needs to fix up?" I displayed the letter on the document camera.

The class said, "Four." I turned to Gus and said, "Gus, you have four troublemakers to fix up in your writing. See can catch them all! Look, your new friends will help you." Children named the misspellings and I highlighted the letter.

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

SESSION 8: SECOND-GRADERS ARE MORE CAREFUL SPELLERS, ESPECIALLY WITH TROUBLEMAKER WORDS

Today's session is a full one, so you'll need to pay extra attention to pacing. Expect kids to whisper about the mistakes in the letter. They'll have a chance to talk about those errors at another time—for now, you want to focus on welcoming Gus while also helping kids be aware that yes indeed, Gus has some catching up to do (presumably, he is not alone!).

Dear Class 202,

I am Gus. Last year, I went to another school. I want to be in yur class but I have a problem. At my old school, thay did not teach me how to be a second gradr. Thay did not teach me a lot of phonics. I need some nice frends to help me catch up.

In each session, two or three extensions help you revisit phonics instruction across the school day—a key way to solidify instruction and help ensure students' phonics learning transfers to their reading and writing.

EXTENSION 2 • Troublemaker Tollbooth

Rally children to practice spelling troublemaker words when they're standing in line to leave the classroom. For each child, choose a troublemaker 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 troublemaker word as your toll. You can study up as you wait in line for your turn by looking at our list of troublemaker words on the word wall. But when it's your turn at the tollbooth, no peeking!"

When each child reached me, I gave that child a different troublemaker word to spell. If a child misspelled a troublemaker 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

GETTING READY

- Be prepared to show "My Snap Words Book" and a troublemaker word list from a student's writing folder.

Remind kids that during writing workshop they should use their Snap Words Books and their troublemaker 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 also write in a snap.

"So if you are writing, and you come to the word *always* and you say to yourself, 'I know that word. But, um, um, 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 troublemaker word list, because those are words that you are working hard on to be absolutely sure they never cause you trouble again."

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GROWING INTO SECOND-GRADE PHONICS

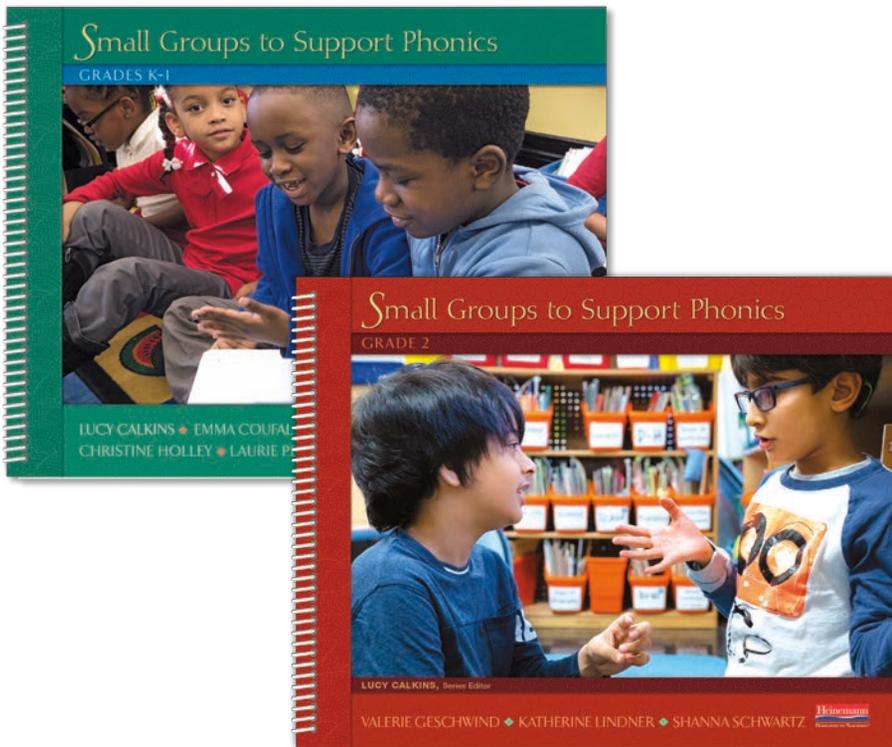
Sessions in the phonics units are written with the exact language Lucy Calkins and her coauthors have used to teach the units to serve as a clear model for teachers as they develop their expertise in workshop teaching.

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

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

Assessment

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*"

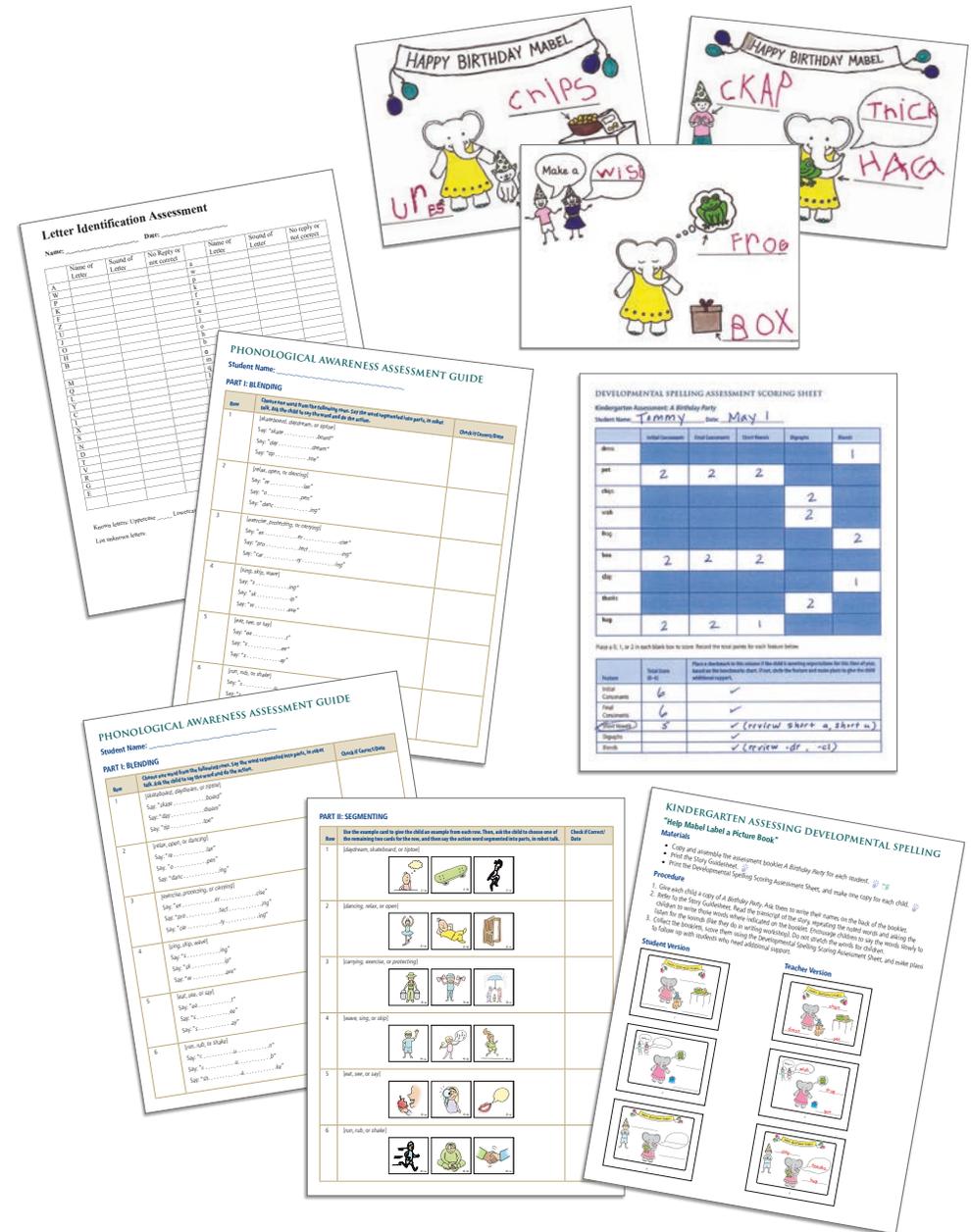
- Recording features in a format that matches expectations for end of first grade/ start of second grade: CVCe words, endings, advanced blends and digraphs, CVVC words, diphthongs, and R-controlled vowels to fill in the blanks in sentences for a picture book

Assessing 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

KINDERGARTEN				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Studying names</p> <ul style="list-style-type: none"> Identifying letters and sounds Syllabification: Segmenting and blending Beginning sounds in words <p>Learning names by heart</p> <ul style="list-style-type: none"> Writing names Using names to build new words <p>Using names to write</p> <ul style="list-style-type: none"> Labeling using beginning sounds Writing new letters <p>Launching high-frequency word study</p>	<p>Studying the alphabet and the alphabet chart</p> <ul style="list-style-type: none"> Keywords and initial sounds Upper- and lowercase letters The order of the alphabet <p>Using the alphabet to write</p> <ul style="list-style-type: none"> Hearing all sounds when writing words Spotlight on ending sounds <p>Using high-frequency words to write and read</p> <ul style="list-style-type: none"> Growing banks of snap words Recognizing snap words in different contexts 	<p>From writing labels to writing sentences</p> <ul style="list-style-type: none"> Segmenting and blending to write Using snap words and keywords to write Using one to one match in writing workshop <p>Harnessing word-part knowledge</p> <ul style="list-style-type: none"> Learning to hear rimes in words Making words with VC rimes Reading words by part rather than by letter <p>Discovering new word parts</p> <ul style="list-style-type: none"> Identifying word parts in rhymes Finding word parts in the alphabet chart Digraphs 	<p>Identifying vowels in every word</p> <ul style="list-style-type: none"> Differentiating consonants and vowels Short vowel sounds <i>a</i> and <i>i</i> <p>Distinguishing short vowel sounds</p> <ul style="list-style-type: none"> Short vowel sounds <i>e</i>, <i>o</i>, and <i>u</i> Using short vowel sounds in writing Making words by changing short vowel sounds <p>Working with vowels in bigger words</p> <ul style="list-style-type: none"> Every syllable has a vowel Recognizing <i>Y</i> as a vowel sound Vowel flexibility: studying different ways vowels can sound <p>Punctuation rules: ending punctuation has a purpose</p>	<p>Blends and Digraphs</p> <ul style="list-style-type: none"> Identifying initial blends Hearing both sounds in a blend Using blends and digraphs in reading and writing <p>Writing longer words</p> <ul style="list-style-type: none"> Writing words letter by letter, by blend, by word part Consonant clusters VC and CVC phonograms <p>Rhyming words</p> <ul style="list-style-type: none"> Segmenting onsets and rimes to generate rhyming words Identifying phonograms in rhyming words Using phonograms, blends, and digraphs to write words



To download a comprehensive scope and sequence for the series, visit www.UnitsofStudy.com/Phonics or follow this QR code

Sequence of Instruction across the Grade 1 Units

GRADE ONE				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Fast-paced review from kindergarten</p> <ul style="list-style-type: none"> Letter names/sounds/formation Long and short vowels Segmenting and blending phonemes Phonograms Digraphs and blends Syllabification <p>Studying high-frequency words to learn about phonics</p> <ul style="list-style-type: none"> Identifying blends, digraphs, and vowels in high-frequency words Using HFW knowledge to write <p>Revisiting word parts</p> <ul style="list-style-type: none"> Segmenting and blending onsets and rimes Common phonograms Using blends, digraphs, and high-frequency words to make new words 	<p>Investigating silent E</p> <ul style="list-style-type: none"> Short and long vowel sounds Final -e conventions long vowel sounds CVC and CVCe patterns <p>Language conventions: Capitals and end punctuation</p> <p>Investigating long vowel sounds</p> <ul style="list-style-type: none"> Long o, long i Irregular spelling of words that end with -ve Vowel teams ee and ea <p>Decoding bigger words</p> <ul style="list-style-type: none"> Double consonants to divide words Simple contractions Simple compound words 	<p>Studying word endings</p> <ul style="list-style-type: none"> Inflected endings: -ing, -ed, -s, -es, -er Adding -ing to CVCe words Y as a vowel at the end of a word Phonograms: -ay, -ey <p>Dealing with trickier word endings: VCC phonograms</p> <ul style="list-style-type: none"> Ending blends: -ank, -est, -ing, -ink, -ump, -unk Ending digraphs: -ack, -ash, -ish, -ick, -ock, -uck, -ell, -ill <p>Raising the level of the work with high-frequency words</p> <ul style="list-style-type: none"> Applying HFW knowledge to read and write multisyllabic words Simple contractions 	<p>Vowel teams</p> <ul style="list-style-type: none"> Long-vowel patterns: ee, ea, ai, oa Diphthongs: ai, ay VVC phonograms: -ail, -ain <p>Vowel teams that make two sounds</p> <ul style="list-style-type: none"> Differentiating between ou, ow, oo Phonograms: -oud, -ound, -ouch, -out, -own, -oop, -ool, -oom, -oon, -ood, -ook <p>Vowel teams that make the same sound</p> <ul style="list-style-type: none"> Diphthongs: oi/oy, ay/ey, ew/ue, aw/au, igh Vowel flexibility: choosing the right vowel team 	<p>R-controlled vowels</p> <ul style="list-style-type: none"> Phonograms: -ar, -er, -ir, -or, -ur Spelling patterns for the /ər/ sound Spelling patterns for the /air/ sound Different sounds that -ear makes <p>Solidifying HFW strategies</p> <ul style="list-style-type: none"> Making compound words from HF words New strategies to remember HF words, mnemonics <p>Capitalization study</p> <ul style="list-style-type: none"> At the start of sentences, for the word I, for dates, and for names of people and places

Sequence of Instruction across the Grade 2 Units

GRADE TWO			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Fast-paced review from first grade</p> <ul style="list-style-type: none"> • Silent e • Vowel teams • CVCe • R-Controlled Vowels <p>Second-grade habits</p> <ul style="list-style-type: none"> • Commonly misspelled high-frequency words • Punctuation rules • Specific capitalization rules: holidays, titles, geographic places <p>Homophones and homographs</p> <p>Powerful Patterns: High-utility phonograms (37 most common)</p>	<p>Tips for reading multisyllabic words</p> <ul style="list-style-type: none"> • Breaking between two consonants (closed syllables) • Consonant <i>-le</i> syllable • Double consonants signal a short vowel • Flexibility with vowel sounds when breaking words into parts <p>Complex consonants</p> <ul style="list-style-type: none"> • Silent consonant combinations • Hard and soft consonants <p>Inflected endings: Spelling generalizations for multisyllabic words</p> <ul style="list-style-type: none"> • Dropping the silent e • Doubling the consonant • Plurals • Changing Y to I, add <i>-es</i> and <i>-ed</i> • Common endings: <i>-tion, -ly</i> 	<p>Tips for spelling multisyllabic words</p> <ul style="list-style-type: none"> • Using bigger parts to spell longer words • Using a vowel in every syllable • Writing by analogy • Developing a stronger visual checking sense and habits for spelling; trying unknown words more than one way and choosing the spelling that looks right <p>Long vowel patterns (CVCe and CVVC syllables) in multisyllabic words</p> <ul style="list-style-type: none"> • Vowel teams • Diphthongs • Phonograms that contain long vowels <p>Using vowels to help decode multisyllabic words</p> <ul style="list-style-type: none"> • Vowel team review • Vowel-R (R-controlled syllables) in multisyllabic words • Schwa 	<p>Collecting words, vocabulary building through a variety of contexts</p> <ul style="list-style-type: none"> • Word function/parts of speech: nouns, verbs, adjectives • Synonyms/shades of meaning • Homonyms <p>Compound words</p> <p>Root words + affixes</p> <ul style="list-style-type: none"> • Prefixes (<i>un-, non-, in-, im-, pre-, re-</i>) • Suffixes (<i>-ing, -ed, -ly, -ful, -less, -er, -est</i>)



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.

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

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.

Fit with the Reading and Writing Units, Grade 1

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

Fit with the Reading and Writing Units, Grade 2

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



State-of-the-Art Units, Tools, and Methods for Teaching Powerful Reading and Writing Workshops

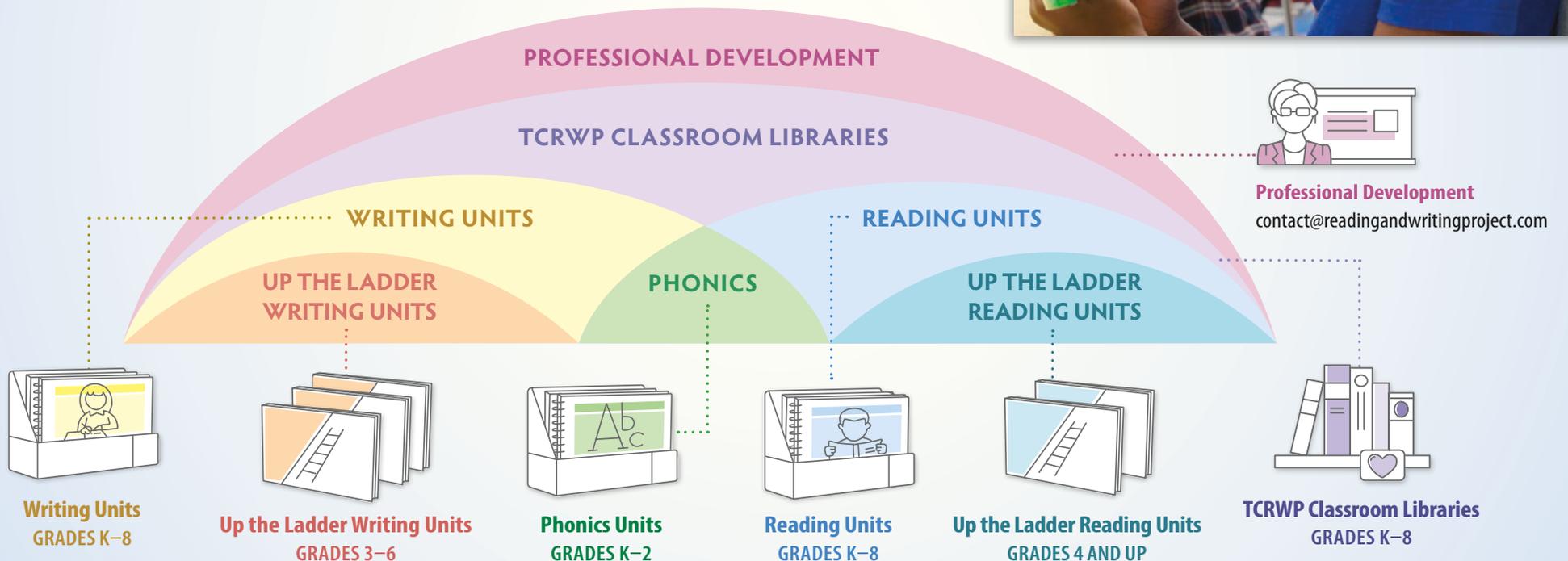
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UNITS OF STUDY

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—LUCY CALKINS



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



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