

PHONICS INSTRUCTION

IN THE

UNITS OF STUDY IN PHONICS, K-2

BY LUCY CALKINS

**WITH TEACHERS COLLEGE READING
AND WRITING PROJECT COLLEAGUES**

Grades K-1:

- **Concepts About Print**
- **Phonological Awareness**
- **Letter Knowledge**
- **Word Knowledge/Word Solving**
- **Phonics**
- **High-Frequency Words**

Grade 2:

- **Phonological Awareness**
- **Phonics**
- **Word Structure**
- **Word Solving: Decoding**
- **Word Solving: Spelling**
- **Vocabulary**
- **Conventions**
- **High-Frequency Words**



Units of Study in Phonics

A Research-Based Curriculum

The Units of Study in Phonics have grown out of the Teachers College Reading and Writing Project's decades of research and practice in the teaching of reading and writing. Given that phonics is important only insofar as it transfers to and informs literacy writ large, we think it is essential that a phonics curriculum draw on broad, deep, applied knowledge of how students develop as writers and readers, speakers and listeners.

The sequence of the Units of Study in Phonics follows a pathway that is widely supported by an enormous body of research including the work of Bear, Beck, Blevins, Cunningham, Fountas, Pinnell, Rasinski, and others. In general, whether children are studying the Units of Study in Phonics or any one of many other programs, the sequence of topics they study will not be widely different.

Always, children first develop phonemic awareness: learning to segment words into phonemes, to blend phonemes into word parts and words, and to rhyme and play with language. Simultaneously, children learn the alphabetic principle—learning letter names and sounds and formation. They also become immersed in concepts of print. Throughout all of this, kids learn high-frequency words.

Researchers have some differences of opinion—should students develop phonemic awareness prior to any involvement with phonics (with visible letters) or can phonemic awareness develop in synchrony with phonics knowledge? How much emphasis should be given to word families (rimes) as opposed to letter-by-letter cumulative word solving? These differences of opinion are relatively small, however, compared to the consensus that emerges among people who know about and study phonics instruction.

Aligning Phonics with Reading and Writing Instruction / Celebrating Approximation

Our commitment to teaching phonics in ways that give kids wings as readers and writers has important implications for the nature of phonics instruction. It means that the pace and content of instruction need to align to the work children do as readers and writers.

Instead of starting kindergarten by teaching one letter a week, for example, we quicken the pace of that instruction, knowing that children can cement their knowledge of letter-sound correspondences as they use that knowledge to label their drawings during writing time. The demands that books pose will also influence the pace of phonics instruction. If you keep in mind that level C books contain contractions and that children reading level E books will need to draw on a knowledge of long vowels, then it is clear that your phonics curriculum cannot proceed slowly enough that children master one bit of content before proceeding to another. And if your phonics instruction aims to keep pace with your children's reading and writing development, you won't be able to give equal time to all twenty-six letters, the thirty-seven most common phonograms, and to each and every blend.

Even something as simple as the sequence in which you teach high-frequency words will be affected by your commitment to teach in ways that align with your reading and writing instruction. You'll presumably still draw on Fry's list of 250 high-frequency words, but you'll tweak the sequence in which you teach those words so that when children are writing Small Moment stories, they learn to spell *said* and *went*, and when they are writing How-To books, they learn to spell *how* and *put*.

Phonics programs that aim to teach one topic at a time and to teach to mastery tend to postpone instruction of various topics because young children are not apt to master them early on. We made a different decision. We determined that *because* many topics are complex, we want children to have extra time to practice and produce approximations in reading and writing well before we expect them to achieve mastery.

Teaching Phonics to Grow Readers and Writers

It is not just the content of your phonics curriculum that will shift when your teaching is designed to support transfer to reading and writing—the kind of work you ask of children will shift as well. During a phonics unit on short vowels, your children will still spend time doing the sorting work that can help them distinguish one short vowel from another, but to help transfer, you'll also ask children to look over the writing they've done recently, making sure that every syllable of every word contains a vowel. Have they chosen the correct short vowel? You'll tell them that checking for this requires careful listening for the small nuanced differences between the short I and the short E, for example.

When teaching with the transfer of phonics skills to reading and writing in mind, the work the children do during and especially near the end of phonics time is more apt to look like, feel like, and even be reading and writing.

Phonics Instruction in Kindergarten Unit 1, Making Friends with Letters

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
1	<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. Use one's name to learn about words. 	<ul style="list-style-type: none"> Hear and say syllables. Identify and produce groups of words that begin with the same sound (alliteration). Identify the initial phonemes of spoken words. 	<ul style="list-style-type: none"> Recognize uppercase and lowercase letters. Recognize the names/sounds of letters, starting with <i>M</i>. 			
2	<ul style="list-style-type: none"> Use one's name to learn about words. 	<ul style="list-style-type: none"> Hear and say syllables. Identify and produce groups of words that begin with the same sound (alliteration). Identify the initial phonemes of spoken words. 	<ul style="list-style-type: none"> Recognize uppercase and lowercase letters. Recognize the names/sounds of letters, particularly <i>M</i>. 			
3	<ul style="list-style-type: none"> Understand the concepts of letter and word. 	<ul style="list-style-type: none"> Identify and produce groups of words that begin with the same sound (alliteration). Identify the initial phonemes of spoken words. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Recognize the names/sounds of letters, particularly <i>M</i>. Use efficient and consistent motions to form letters. 	<ul style="list-style-type: none"> Make connections between names and other words. 		
4	<ul style="list-style-type: none"> Understand the concept of first in written language. 	<ul style="list-style-type: none"> Connect words by sounds. Identify the initial phonemes of spoken words. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Recognize the name/sound of letters, particularly <i>S</i> and <i>T</i>. Understand that there is a relationship between sounds and letters. 			
5	<ul style="list-style-type: none"> Use one's name to learn about words and make connections to words. 	<ul style="list-style-type: none"> Count, pronounce, and segment syllables in spoken words. Identify the initial phonemes of spoken words. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Recognize the names/sounds of letters, particularly <i>N</i>. Understand that there is a relationship between sounds and letters. 			
6	<ul style="list-style-type: none"> Use one's name to learn about words and make connections to words. 	<ul style="list-style-type: none"> Connect words by the sounds. Count, pronounce, and segment syllables in spoken words. 	<ul style="list-style-type: none"> Make connections between words by recognizing letters. Recognize the names/sounds of letters, particularly <i>R</i> and <i>L</i>. 			

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
7	<ul style="list-style-type: none"> Understand left-to-right directionality of print. 		<ul style="list-style-type: none"> Recognize and talk about the sequence of letters in words. Understand that some letters represent consonant sounds. Understand that some letters represent vowel sounds, particularly A. Recognize the name/sound of letters. Use efficient and consistent motions to form letters. 			
8	<ul style="list-style-type: none"> Construct one's name accurately with letter cards. Use one's name to learn about words. 	<ul style="list-style-type: none"> Count, pronounce, and segment syllables in spoken words. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Recognize and name letters in words. 			
9	<ul style="list-style-type: none"> Write one's first name with all letters in accurate sequence. 		<ul style="list-style-type: none"> Recognize some letters and state their names, especially letters in children's names. Recognize the name/sound of letters. Use efficient and consistent motions to form letters. 			
10			<ul style="list-style-type: none"> Recognize the name/sound of letters. Distinguish between uppercase and lowercase letters. Use efficient and consistent motions to form letters. Learn a Letter: name it, sound it, and write it. Recognize and use beginning consonant sounds and the letters that represent them. 	<ul style="list-style-type: none"> Say a word slowly to hear any sound. 		
11	<ul style="list-style-type: none"> Use one's name to learn about words and to make connections to words. 	<ul style="list-style-type: none"> Recognize and produce rhyming words. Segment words into syllables: Hear, say, and clap syllables. Change the beginning phoneme to make a new word. 		<ul style="list-style-type: none"> Use the letters in names to read and write other words. Change the beginning sound or sounds to make and solve a new word. 		

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
12	<ul style="list-style-type: none"> Use one's name to learn about words and to make connections to words. 	<ul style="list-style-type: none"> Hear and say the beginning phoneme in words. Hear and say the same beginning phoneme. 	<ul style="list-style-type: none"> Recognize and name letters in the environment. Use efficient and consistent motions to form letters. 	<ul style="list-style-type: none"> Say a word slowly to hear any sound. 		
13	<ul style="list-style-type: none"> Understand the concept of a word. 		<ul style="list-style-type: none"> Recognize and talk about the sequence of letters in a word. 			<ul style="list-style-type: none"> Locate and read high-frequency words in text. Develop strategies for learning high-frequency words. Learn to read and write new words (me, a, the).
14	<ul style="list-style-type: none"> Use one's name to learn about words and to make connections to words. 	<ul style="list-style-type: none"> Identify the initial phonemes of spoken words. Hear salient sounds in words. 		<ul style="list-style-type: none"> Recognize and find names. Use the letters in names to read and write other words. 		
15	<ul style="list-style-type: none"> Use names to learn about letters and words. 	<ul style="list-style-type: none"> Identify and produce groups of words that begin with the same sound (alliteration). Count, pronounce, and segment syllables in spoken words. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Recognize the name/sound of letters, particularly <i>W, D, O,</i> and <i>H</i>. Recognize and use beginning consonant sounds and the letters that represent them. Use efficient and consistent motions to form letters. 			
16	<ul style="list-style-type: none"> Understand the concept of a word. 		<ul style="list-style-type: none"> Recognize and talk about the sequence of letters in a word. Use efficient and consistent motions to form letters. 			<ul style="list-style-type: none"> Develop strategies for learning high-frequency words. Locate and read high-frequency words in a text. Learn to read and write new words (I, like, my).
17	<ul style="list-style-type: none"> Use one's name to learn about words and to make connections to words and to other names. 		<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Recognize the name/sound of letters. Understand that some letters are consonants and some letters are vowels. 	<ul style="list-style-type: none"> Recognize and find names. 		

Phonics Instruction in Kindergarten Unit 2, *Word Scientists*

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
1		<ul style="list-style-type: none"> Identify and produce words that begin with the same sound. Identify the initial phonemes of spoken words. 	<ul style="list-style-type: none"> Recognize features of letters. Recognize and name all upper- and lowercase letters of the alphabet. Recognize the order of the alphabet. 		<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondence by producing the primary sound for each consonant. 	
2		<ul style="list-style-type: none"> Identify and produce words that begin with the same sound. Identify the initial phonemes of spoken words. Match words with the same beginning sounds. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Recognize the order of the alphabet. 		<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondence by producing the primary sound for each letter. 	
3		<ul style="list-style-type: none"> Count, pronounce, blend, and segment syllables in spoken words. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Recognize the order of the alphabet. 		<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondence by producing the primary sound for each letter. 	<ul style="list-style-type: none"> Develop strategies for learning high-frequency words. Recognize and use high-frequency words with automaticity. Learn new words (look, at, see).
4		<ul style="list-style-type: none"> Count, pronounce, blend, and segment syllables in spoken words. Identify and produce words that begin with the same sound. Match words with the same beginning sounds. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Recognize the order of the alphabet. 		<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondence by producing the primary sound for each letter. Associate the long sound with the letter name for the five major vowels. 	
5		<ul style="list-style-type: none"> Identify and produce words that begin with the same sound. Identify the initial phonemes of spoken words. Match words with the same beginning sounds. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Use proper letter formation. 		<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondence by producing the primary sound for each letter. 	<ul style="list-style-type: none"> Recognize and use high-frequency words.
6		<ul style="list-style-type: none"> Identify the initial phonemes of spoken words. Identify and produce words that begin with the same sound. Match words with the same beginning sounds. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Identify the order of the alphabet. 		<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondence by producing the primary sound for each consonant. 	<ul style="list-style-type: none"> Recognize and use high-frequency words. Write high-frequency words in continuous text.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
7		<ul style="list-style-type: none"> Identify and produce words that begin and end with the same sound. Identify the initial and final phonemes of spoken words. Match words with the same beginning sounds. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. 		<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondence by producing the primary sound for each consonant. Identify and use beginning and ending sounds when writing words. 	<ul style="list-style-type: none"> Recognize and use high-frequency words.
8		<ul style="list-style-type: none"> Identify and produce words that begin with the same sound. Identify the initial phonemes of spoken words. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Recognize the order of the alphabet. Use efficient motions to form letters. 		<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondence by producing the primary sound for each consonant. 	
9	<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. 	<ul style="list-style-type: none"> Identify the initial phonemes of spoken words. Say words slowly and identify salient sounds in spoken words. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Use proper letter formation. 		<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. 	<ul style="list-style-type: none"> Recognize and use high-frequency words. Write high-frequency words.
10	<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are written left to right across the page. Match spoken word to print. 	<ul style="list-style-type: none"> Identify the initial and final phonemes of spoken words. Say words slowly and identify salient sounds in spoken words. 		<ul style="list-style-type: none"> Identify and use initial and final sounds when writing words. 		<ul style="list-style-type: none"> Recognize and use high-frequency words. Write high-frequency words in continuous text.
11	<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are written left to right across the page. Understand that words are separated by spaces in print, concept of word. Match spoken word to print. 					<ul style="list-style-type: none"> Recognize and use high-frequency words. Locate and read high-frequency words in a text. Write high-frequency words in continuous text. Learn new words (here, is, this).

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
12	<ul style="list-style-type: none"> Understand that words are written left to right across the page. Understand that words are separated by spaces in print, concept of word. Match spoken word to print. 	<ul style="list-style-type: none"> Say words slowly to identify salient sounds in words. Identify the initial, medial, and final phonemes of spoken words. 		<ul style="list-style-type: none"> Identify and use initial and final sounds when writing words. 		
13	<ul style="list-style-type: none"> Understand that words are separated by spaces in print, concept of word. 	<ul style="list-style-type: none"> Identify the initial and final phonemes of spoken words. Say words slowly to identify salient sounds. 		<ul style="list-style-type: none"> Identify and use initial, final, and salient sounds when writing words 		<ul style="list-style-type: none"> Recognize and use high-frequency words. Writing high-frequency words in a continuous text.
14	<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. 					<ul style="list-style-type: none"> Recognize and use high-frequency words. Develop strategies for learning high-frequency words. Learn new words (it, in, an).
15	<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. 	<ul style="list-style-type: none"> Say words slowly to identify salient sounds in words. 	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. 	<ul style="list-style-type: none"> Identifying and using initial, middle, and final sounds in writing 		<ul style="list-style-type: none"> Recognize and use high-frequency words. Write high-frequency words in continuous text.
16	<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are written left to right across the page. Make return sweep at the end of a line of text. Understand that words are separated by spaces in print, concept of word. Match spoken word to print. 					<ul style="list-style-type: none"> Recognize and use high-frequency words. Read high-frequency words in continuous text. Write high-frequency words in continuous text.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
17	<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are written left to right across the page. Understand that words are separated by spaces in print, concept of word. Match spoken word to print. 	<ul style="list-style-type: none"> Changing initial phonemes to create new words 				<ul style="list-style-type: none"> Recognize and use high-frequency words. Locate and read high-frequency words in a text. Develop and use strategies for learning high-frequency words. Learn a new word (and).
18	<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are written left to right across the page. Make return sweep at the end of a line of text. Understand that words are separated by spaces in print, concept of word. Match spoken word to print. 		<ul style="list-style-type: none"> Lowercase letter formation 			<ul style="list-style-type: none"> Recognize and use high-frequency words. Locate and read high-frequency words in a text. Develop and use strategies for learning high-frequency words.

Phonics Instruction in Kindergarten Unit 3, *Word-Part Power*

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
1	<ul style="list-style-type: none"> • Understand that words are written left to right across the page (directionality). • Understand that words are separated by spaces in print, concept of word. • Match spoken word to print. 	<ul style="list-style-type: none"> • Say words slowly to hear sounds in words. 				<ul style="list-style-type: none"> • Recognize and use high-frequency words with automaticity. • Write high-frequency words in continuous text. • Learn a new word (can).
2		<ul style="list-style-type: none"> • Identify and use initial, final, and salient sounds when writing words. • Say words slowly to identify salient sounds in spoken words. 	<ul style="list-style-type: none"> • Recognize and name all upper- and lowercase letters of the alphabet. • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 	<ul style="list-style-type: none"> • Use letter-sound knowledge to spell. 		<ul style="list-style-type: none"> • Locate and read high-frequency words in a text. • Write high-frequency words in continuous text. • Learn new words (to, do).
3		<ul style="list-style-type: none"> • Say words slowly to identify salient sounds in spoken words. • Identify and use initial, final, and salient sounds when writing words. 	<ul style="list-style-type: none"> • Recognize and name all upper- and lowercase letters of the alphabet. • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 	<ul style="list-style-type: none"> • Use letter-sound knowledge to spell. 		<ul style="list-style-type: none"> • Recognize and use high-frequency words with automaticity. • Learn high frequency words (we, be, me).
4	<ul style="list-style-type: none"> • Understand punctuation has a purpose. • Return sweep at the end of a line of text 	<ul style="list-style-type: none"> • Say words slowly to identify salient sounds in spoken words. • Identify and use initial, final, and salient sounds when writing words. 	<ul style="list-style-type: none"> • Recognize and name all upper- and lowercase letters of the alphabet. • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 	<ul style="list-style-type: none"> • Use letter-sound knowledge to spell. 		<ul style="list-style-type: none"> • Recognize and use high-frequency words with automaticity. • Locate and read high-frequency words in a text. • Write high-frequency words in continuous text.
5	<ul style="list-style-type: none"> • Understand that words are written left to right across the page (directionality). • Understand that words are separated by spaces in print, concept of word. • Match spoken word to print. 	<ul style="list-style-type: none"> • Say words slowly to identify salient sounds in spoken words. • Identify and use initial, final, and salient sounds when writing words. 	<ul style="list-style-type: none"> • Recognize and name all upper- and lowercase letters of the alphabet. • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 	<ul style="list-style-type: none"> • Use letter-sound knowledge to spell. 		

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
6		<ul style="list-style-type: none"> Recognize and produce rhyming words. Blend and segment the onset and rime of single-syllable spoken words. Add or substitute individual sounds in simple, one-syllable words to make new words. 		<ul style="list-style-type: none"> Use various onsets to generate new words with ending phonograms (VC). Use familiar word parts including phonograms (at, in) to spell unfamiliar words. 	<ul style="list-style-type: none"> Recognize common phonograms (VC) 	
7		<ul style="list-style-type: none"> Recognize and produce rhyming words. Blend and segment the onset and rime of single-syllable spoken words. Add or substitute individual sounds in simple, one-syllable words to make new words. 		<ul style="list-style-type: none"> Use familiar word parts including phonograms (-at, -in, -it, -an) to spell unfamiliar words. 	<ul style="list-style-type: none"> Use common word phonograms to generate new words (VC). 	
8		<ul style="list-style-type: none"> Recognize and produce rhyming words. Blend and segment the onset and rime of single-syllable spoken words. Add or substitute individual sounds in simple, one-syllable words to make new words. 		<ul style="list-style-type: none"> Use common phonograms to read new words (VC). 		
9		<ul style="list-style-type: none"> Blend and segment the onset and rime of single-syllable spoken words. Add or substitute individual sounds in simple, one-syllable words to make new words. 		<ul style="list-style-type: none"> Use familiar word parts including phonograms (-at, -in, -it, -an) to read and spell unfamiliar words. 	<ul style="list-style-type: none"> Use common phonograms to generate new words (VC). 	<ul style="list-style-type: none"> Write high-frequency words in continuous text.
10				<ul style="list-style-type: none"> Use familiar word parts including phonograms (-at, -in, -it, -an) to read and spell unfamiliar words. 		<ul style="list-style-type: none"> Write high-frequency words in continuous text. Recognize some word parts are HF words (at, in, it)
11				<ul style="list-style-type: none"> Use familiar word parts including phonograms (-at, -in, -it, -an, -ap, -ot) to read and spell unfamiliar words. 	<ul style="list-style-type: none"> Segment onset and rime to discover new word parts. 	<ul style="list-style-type: none"> Learn new words (got, went, was).
12		<ul style="list-style-type: none"> Manipulate the onset and rime of single-syllable spoken words. 		<ul style="list-style-type: none"> Use familiar word parts including phonograms (-ip, -op) to read and spell unfamiliar words. 	<ul style="list-style-type: none"> Segment onset and rime to discover new word parts. 	<ul style="list-style-type: none"> Write high-frequency words in continuous text.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
13		<ul style="list-style-type: none"> Hearing, matching, and producing rhyming words. 		<ul style="list-style-type: none"> Use familiar word parts (-ug) including phonograms to read and spell unfamiliar words. 	<ul style="list-style-type: none"> Segment onset/rime to discover new word parts (-ug). 	
14		<ul style="list-style-type: none"> Segmenting and blending onset and rime. Hear word parts in longer words 		<ul style="list-style-type: none"> Use familiar word parts including phonograms to read and spell unfamiliar words. 	<ul style="list-style-type: none"> Recognize more common phonograms with a VC pattern. 	
15		<ul style="list-style-type: none"> Hear initial digraphs Identify words with the same initial digraph 			<ul style="list-style-type: none"> Demonstrate basic knowledge of digraphs (sh, th). 	<ul style="list-style-type: none"> Learn new high-frequency words (she, he, we, be).
16		<ul style="list-style-type: none"> Isolating initial digraphs 		<ul style="list-style-type: none"> Use common word endings (-in, -ap, -ot) to generate new words (VC). Use familiar word parts including phonograms to spell unfamiliar words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of digraphs (sh, th, ch). 	
17	<ul style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print. 			<ul style="list-style-type: none"> Use familiar word parts including phonograms (un) to spell unfamiliar words. 	<ul style="list-style-type: none"> Identify and use initial, final, and salient sounds when writing words. Use letter-sound knowledge to spell. 	<ul style="list-style-type: none"> Locate and read high-frequency words in a text.

Phonics Instruction in Kindergarten Unit 4, *Vowel Power*

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
1			<ul style="list-style-type: none"> Recognize that some letters are consonants and some letters are vowels. 	<ul style="list-style-type: none"> Every word has a vowel 	<ul style="list-style-type: none"> Notice short and long vowel sounds in words and the letters that represent them. Recognize and use Y as a vowel sound. 	
2		<ul style="list-style-type: none"> Segment and blend individual phonemes in words. Say words slowly to hear sounds in words. Isolate and pronounce the initial sound, medial vowel, and final sounds in spoken words. 	<ul style="list-style-type: none"> Recognize that some letters are consonants and some letters are vowels. Use proper letter formation. 	<ul style="list-style-type: none"> Checking for vowels to edit writing 	<ul style="list-style-type: none"> Hear and identify short vowel sounds in words and the letters that represent them. 	<ul style="list-style-type: none"> Learn new words (how, you). Review strategies for learning words Using high-frequency words to write
3		<ul style="list-style-type: none"> Segment and blend individual phonemes in words. Isolate and pronounce initial sounds, medial vowel, and final sounds in spoken words. 	<ul style="list-style-type: none"> Use proper letter formation. 		<ul style="list-style-type: none"> Hear and identify short vowel sounds in words and the letters that represent them. Demonstrate basic knowledge of letter-sound correspondences by producing the primary sounds for each consonant. 	<ul style="list-style-type: none"> Learn new words (am, did).
4		<ul style="list-style-type: none"> Manipulate individual phonemes to make new words. Isolate and pronounce initial sounds, medial vowel, and final sounds in spoken words. Segment individual phonemes in words. 	<ul style="list-style-type: none"> Recognize which letters are consonants and which letters are vowels. 	<ul style="list-style-type: none"> Use knowledge of short vowel sounds to write words. Use familiar phonograms to write words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. Hear and identify short vowel sounds in words and the letters that represent them (A, I). 	<ul style="list-style-type: none"> Read and write high-frequency words in continuous text.
5	<ul style="list-style-type: none"> Demonstrate one-to-one match. 	<ul style="list-style-type: none"> Blend individual phonemes in words. 		<ul style="list-style-type: none"> Use familiar phonograms to read words. Use knowledge of short vowel sounds to read words. 		<ul style="list-style-type: none"> Read high-frequency words with automaticity.
6		<ul style="list-style-type: none"> Segment individual phonemes in words. Isolate and pronounce initial sound, medial vowel, and final sounds in spoken words. 	<ul style="list-style-type: none"> Recognize which letters are consonants and which letters are vowels. 	<ul style="list-style-type: none"> Use familiar phonograms to write words. Use knowledge of short vowel sounds to write words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. Hear and identify short vowels sounds in words and the letters that represent them (E, O, I). 	

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
7		<ul style="list-style-type: none"> Isolate and pronounce initial sounds, medial vowel, and final sounds in spoken words. Segment and blend individual phonemes in words. 		<ul style="list-style-type: none"> Use knowledge of short vowel sounds to write words. Record digraphs to write new words. 	<ul style="list-style-type: none"> Hear and identify short vowel sounds in words and the letters that represent them (E, O, I). Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. 	
8		<ul style="list-style-type: none"> Isolate and pronounce initial sound, medial vowel, and final sounds in spoken words. Segment individual phonemes in words. 		<ul style="list-style-type: none"> Use knowledge of short vowel sounds to read and write words. Use familiar phonograms to read and write words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. Hear and identify short vowel sounds in words and the letters that represent them (E, O, U). 	
9		<ul style="list-style-type: none"> Isolate and pronounce initial sound, medial vowel, and final sounds in spoken words. Segment individual phonemes in words. 		<ul style="list-style-type: none"> Use knowledge of short vowel sounds to write words. Record digraphs to write new words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. Hear and identify short vowel sounds in words and the letters that represent them. 	<ul style="list-style-type: none"> Write high-frequency words in continuous text.
10			<ul style="list-style-type: none"> Use proper letter formation. 		<ul style="list-style-type: none"> Recognize and use short vowel sounds at the beginning of words. 	<ul style="list-style-type: none"> Write high-frequency words in continuous text. Read and write high-frequency words with automaticity. Develop strategies for learning new high-frequency words. Learn four new words (on, up, fun, get).
11	<ul style="list-style-type: none"> Understand punctuation has a purpose. 	<ul style="list-style-type: none"> Segment individual phonemes in words. Isolate and pronounce initial sound, medial vowel, and final sounds in spoken words. 	<ul style="list-style-type: none"> Use proper letter formation. 	<ul style="list-style-type: none"> Use knowledge of short vowel sounds to write words. Use familiar phonograms to write words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. Hear and identify short vowel sounds in words and the letters that represent them. 	<ul style="list-style-type: none"> Write high-frequency words in continuous text.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
12		<ul style="list-style-type: none"> Manipulate individual phonemes to make new words. Segment individual phonemes in words. Isolate and pronounce initial sound, medial vowel, and final sounds in spoken words. 		<ul style="list-style-type: none"> Use knowledge of short vowel sounds to write words. Use familiar phonograms to write words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant (l, p, b, g, j). Hear and identify short vowel sounds in words and the letters that represent them. 	
13		<ul style="list-style-type: none"> Hear, say, blend, and segment syllables in spoken words. 	<ul style="list-style-type: none"> Recognize that some letters are consonants and some letters are vowels. 	<ul style="list-style-type: none"> Recognize that every syllable has at least one vowel 	<ul style="list-style-type: none"> Recognize Y as a vowel sound. 	<ul style="list-style-type: none"> Spell high-frequency words with automaticity.
14	<ul style="list-style-type: none"> Understand punctuation has a purpose. 	<ul style="list-style-type: none"> Isolate and pronounce initial sounds, medial vowel, and final sounds in spoken words. Segment individual phonemes in words. Hear, say, blend, and segment syllables in spoken words. 	<ul style="list-style-type: none"> Recognize which letters are consonants and which letters are vowels. 	<ul style="list-style-type: none"> Use familiar phonograms to write multisyllabic words. Use knowledge of short vowels to read CVC words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. Hear and identify vowel sounds in words and the letters that represent them. 	<ul style="list-style-type: none"> Write high-frequency words in continuous text.
15		<ul style="list-style-type: none"> Say words slowly to hear sounds in words. Isolate and pronounce initial sounds, medial vowel, and final sounds in spoken words. 			<ul style="list-style-type: none"> Hear and identify short vowel sounds in words and the letters that represent them (A, I, U). 	
16		<ul style="list-style-type: none"> Say words slowly to hear sounds in words. Segment individual phonemes in words. 	<ul style="list-style-type: none"> Use proper letter formation. 		<ul style="list-style-type: none"> Hear and identify short vowel sounds in words and the letters that represent them (A, O). Distinguish between long and short vowel sounds. 	<ul style="list-style-type: none"> Read high-frequency words with automaticity. Read high-frequency words with endings. Learn three new words (day, play, say).
17		<ul style="list-style-type: none"> Blend and segment the onset and rime of single-syllable spoken words. Segment and blend individual phonemes in words. Isolate and pronounce initial sounds, medial vowel, and final sounds in spoken words. 		<ul style="list-style-type: none"> Use knowledge of digraphs to read and write words. Use knowledge of vowel sounds to read words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. Identify digraphs in words. Hear and identify short vowel sounds in words and letters that represent them (all vowels). 	

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
18		<ul style="list-style-type: none"> Isolate and pronounce initial sounds, medial vowel, and final sounds in spoken words. Segment individual phonemes in words. 	<ul style="list-style-type: none"> Recognize which letters are consonants and which letters are vowels. Use proper letter formation. 	<ul style="list-style-type: none"> Use familiar phonograms. Record digraphs to write new words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. Hear and identify short and long vowel sounds in words and in the letters that represent them (all vowels). Identify digraphs in words. 	<ul style="list-style-type: none"> Write high-frequency words in continuous text. Learn a new word (for).
19	<ul style="list-style-type: none"> Understand that words are separated by spaces in print, concept of word. Understand punctuation has a purpose. 	<ul style="list-style-type: none"> Hear, say, blend, and segment syllables in spoken words. Isolate and pronounce initial sounds, medial vowel, and final sounds in spoken words. Segment individual phonemes in words. 	<ul style="list-style-type: none"> Recognize which letters are consonants and which letters are vowels. 	<ul style="list-style-type: none"> Use familiar phonograms to write words. 	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant. Hear and identify short and long vowel sounds in words and the letters that represent them. 	<ul style="list-style-type: none"> Write high-frequency words in continuous text.

Phonics Instruction in Kindergarten Unit 5, *Playing with Phonics*

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
1		<ul style="list-style-type: none"> Segment words to isolate phonemes in unfamiliar words 		<ul style="list-style-type: none"> Say a word slowly to hear the sounds in it. Make a first attempt to spell an unknown word. 	<ul style="list-style-type: none"> Recognize and use blends to write sound effect words. 	<ul style="list-style-type: none"> Learn new words (come, are, too, love). Develop strategies for learning new words.
2		<ul style="list-style-type: none"> Hear both sounds in a blend. 		<ul style="list-style-type: none"> Say a word slowly to hear the sounds in a blend. Use known blends to generate other words that begin with that blend. Use knowledge of blends to read words. 	<ul style="list-style-type: none"> Recognize and use the blends chart to learn consonant blends. 	
3		<ul style="list-style-type: none"> Isolate initial blends in words. 		<ul style="list-style-type: none"> Use knowledge of blends to read and write words. 	<ul style="list-style-type: none"> Recognize and use blends at the beginning of words (tr- and ch-). 	
4		<ul style="list-style-type: none"> Isolate initial blend sounds in words. 		<ul style="list-style-type: none"> Use knowledge of blends to read unknown words. Generate new words using specific blends. Read checking that the blends we say look right and make sense. 		
5		<ul style="list-style-type: none"> Isolate the initial blend in a word. 		<ul style="list-style-type: none"> Use knowledge of blends to edit writing. Use blends to read and write. 	<ul style="list-style-type: none"> Study the blend chart to learn all of the blends. 	
6		<ul style="list-style-type: none"> Hear and connect rhyming words. 		<ul style="list-style-type: none"> Write words letter by letter, by blend, by word part. Use a blend to generate more words that begin with the same blend. 	<ul style="list-style-type: none"> Blend consonant sounds to make a consonant cluster. 	
7		<ul style="list-style-type: none"> Hear, say, and clap syllables. Hear the ending phoneme in a syllable. 		<ul style="list-style-type: none"> Use phonograms to help spell words. Use known words to spell unknown words. 	<ul style="list-style-type: none"> Recognize and use VC and CVC phonograms. 	<ul style="list-style-type: none"> Use high-frequency words to write
8		<ul style="list-style-type: none"> Hear and divide onsets and rimes. 		<ul style="list-style-type: none"> Use phonograms in snap words to write new words. 	<ul style="list-style-type: none"> Recognize and use VC and CVC phonograms. 	<ul style="list-style-type: none"> Learn new words (all, ball, had, will). Develop strategies for learning new high-frequency words. Read high-frequency words in continuous text.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
9				<ul style="list-style-type: none"> • Use known word parts to solve unknown larger words. • Use known word to spell unknown words. 	<ul style="list-style-type: none"> • Recognize and use CVC and VC phonograms. • Recognize and use blends at the beginning of words. • Recognize that words have phonograms that appear in many words, including high-frequency words. 	
10		<ul style="list-style-type: none"> • Hear and generate rhyming words. • Hear and divide onsets and rimes. 		<ul style="list-style-type: none"> • Use phonograms to spell words. 		<ul style="list-style-type: none"> • Develop strategies for learning high-frequency words. • Learn new words (go, so, no, by).
11		<ul style="list-style-type: none"> • Hear and generate rhyming words. • Segment onsets and rimes. 		<ul style="list-style-type: none"> • Use phonograms to help spell a word. • Change the beginning blends in words to make new words. 	<ul style="list-style-type: none"> • Recognize and use common phonograms (-ick, ell, -uck, -ow, -og). 	<ul style="list-style-type: none"> • Study high-frequency words by finding rhymes for them.
12		<ul style="list-style-type: none"> • Hear and generate rhyming words. • Segment onsets and rimes. 		<ul style="list-style-type: none"> • Change the beginning blends and digraphs in words to make new words. 	<ul style="list-style-type: none"> • Recognize and use common phonograms (-ick, ell, -uck, -ow, -og). • Recognize and use blends and digraphs. 	
13		<ul style="list-style-type: none"> • Segment onsets and rimes. • Generate words with the same initial sound or blend. 		<ul style="list-style-type: none"> • Use onsets in known words to generate other words with the same onset. • Use known words to write unknown words. 	<ul style="list-style-type: none"> • Recognize and use initial blends. 	<ul style="list-style-type: none"> • Review high-frequency words.
14		<ul style="list-style-type: none"> • Hear and generate rhymes. • Segment onsets and rimes. 		<ul style="list-style-type: none"> • Use phonograms and blends and digraphs to help spell a word. 	<ul style="list-style-type: none"> • Recognize and use blends and digraphs. • Recognize and use VC and CVC phonograms. 	
15				<ul style="list-style-type: none"> • Use a predictable process of collecting and sorting to learn more about letters and sounds. 	<ul style="list-style-type: none"> • Discover different vowel sounds for the letter l. 	<ul style="list-style-type: none"> • Learn new words (has, as, her, him). • Develop strategies for learning new high-frequency words.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
16	<ul style="list-style-type: none"> • Sequence letters that make up words 	<ul style="list-style-type: none"> • Hear the difference between the short E sound and the short I sound in words. 		<ul style="list-style-type: none"> • Use a predictable process of playing with words to learn more about letters and sounds. • Use short I phonograms (it, ip) and blends and digraphs to make new words. 	<ul style="list-style-type: none"> • Contrast short and long vowel sounds in words. 	
17		<ul style="list-style-type: none"> • Hear the difference between the short I sound and the long I sound in words. 		<ul style="list-style-type: none"> • Use a predictable process of using what you have learned when you are trying to learn more about letters and sounds. • Use different sounds for the same vowel to read words. 	<ul style="list-style-type: none"> • Contrast short and long vowel sounds in words. 	<ul style="list-style-type: none"> • Review high-frequency words.
18		<ul style="list-style-type: none"> • Hear the difference between the short A, E, O, and U sounds and the long A, E, O, and U sounds in words. 		<ul style="list-style-type: none"> • Use a predictable process of adding to your letter I project to learn more about letters and sounds. • Use a predictable process to learn more about all of the vowels (O, E, A). 	<ul style="list-style-type: none"> • Recognize the difference between the long U sound and the short U sound in words. 	<ul style="list-style-type: none"> • Study the word wall to learn more about long and short vowels.
19				<ul style="list-style-type: none"> • Use a predictable process of teaching what you have learned to solidify all learning about letters and sounds (short/long vowel sounds). • Use knowledge of short and long vowel sounds to plan for teaching. 		
20				<ul style="list-style-type: none"> • Remembering and teaching every phonics principle from kindergarten (letter names/sounds, letter formation, word-part power, short-vowel power, blends, digraphs, snap words, and making poems). 		

Phonics Instruction in Grade 1 Unit 1, *Talking and Thinking About Letters*

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
1	<ul style="list-style-type: none"> Sequence letters that make up words 	<ul style="list-style-type: none"> Hear, say, and clap syllables. 	<ul style="list-style-type: none"> Name the letters to spell words. Recognize and name letters in the environment. Recognize and talk about the sequence of letters in words. 	<ul style="list-style-type: none"> Use known words to help spell an unknown word. 	<ul style="list-style-type: none"> Identify letter-sound, especially at the beginning of words. Use the first letter to generate a list of other words. 	
2	<ul style="list-style-type: none"> Use names to learn about words and to make connections to words. 	<ul style="list-style-type: none"> Hear, say, and clap syllables. 	<ul style="list-style-type: none"> Review letter-sound identification. Name the letters to spell words. 	<ul style="list-style-type: none"> Use known words to spell unknown words. 	<ul style="list-style-type: none"> Recognize and use phonograms with a double vowel (-eed). 	
3	<ul style="list-style-type: none"> Use one's name to learn about words and to make connections to other words. 		<ul style="list-style-type: none"> Use efficient and consistent motions to form letters. Recognize and talk about the fact that letters can be consonants or vowels. 		<ul style="list-style-type: none"> Draw on letter-sound knowledge to write names 	
4		<ul style="list-style-type: none"> Hear and generate rhyming words. Change the beginning phoneme to make a new word. 	<ul style="list-style-type: none"> Notice upper- and lowercase letters. Use efficient and consistent motions to form letters. 	<ul style="list-style-type: none"> write sentences using knowledge or phonics principles and conventions 	<ul style="list-style-type: none"> Identify vowels and consonants in a name. Identify digraphs and blends in a name. Identify common phonograms in a name. 	
5		<ul style="list-style-type: none"> Hear, say, and clap syllables. Segment and blend phonemes in words. Isolate the initial and medial phoneme in words. 	<ul style="list-style-type: none"> Use one's name to learn about words and make connections to other words. 		<ul style="list-style-type: none"> Hear, say, and identify vowels, especially short vowels. Recognize and use short vowel sounds in the beginning and middle of words. 	
6		<ul style="list-style-type: none"> Hear and divide onsets and rimes. Change the consonant cluster onset and replace it with a different consonant cluster onset to form a new word. 		<ul style="list-style-type: none"> Use blends and digraphs to read and write words. 	<ul style="list-style-type: none"> Hear, say, and identify blends and digraphs in familiar names. 	
7		<ul style="list-style-type: none"> Segment and blend onsets and rimes. 	<ul style="list-style-type: none"> Identify the letters in blends and digraphs (sh, ch, th, wh). 	<ul style="list-style-type: none"> Use digraphs to help read and write words (sh, ch, th, wh). 	<ul style="list-style-type: none"> Recognize and use digraphs at the beginning, middle, and end of a word (sh, ch, th, wh). 	
8				<ul style="list-style-type: none"> Use the letters in names to make connections to other words. Use known words to help read and write unknown words. 	<ul style="list-style-type: none"> Recognize and use consonant letters that represent two or more different sounds at the beginning of a word. Recognize and use phonograms with a double vowel. 	

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
9		<ul style="list-style-type: none"> Hear, say, and clap syllables. 		<ul style="list-style-type: none"> Use known words to help read and write unknown words. 	<ul style="list-style-type: none"> Notice blends, digraphs, and vowels in high-frequency words. 	<ul style="list-style-type: none"> High-frequency words: say them, spell them, learn about letters and sounds. Review 19 high-frequency words from kindergarten: my, by, see, like, look, fun, here, is, in, on, it, at, an, and, can, this, got, went, will.
10		<ul style="list-style-type: none"> Hear, say, and clap syllables. 			<ul style="list-style-type: none"> Notice blends, digraphs, and vowels in high-frequency words. Hear and identify short vowel sounds and the letters that represent them. 	<ul style="list-style-type: none"> High-frequency words: say them, spell them, learn about letters and sounds. Review Set 1: Nineteen high-frequency words from kindergarten introduced in Session 9, Set 1: my, by, see, like, look, fun, here, is, in, on, it, at, an, and, can, this, got, went, will. Review a second set of high-frequency words taught in kindergarten, Set 2: up, so, go, no, has, had, come, as, play, ball, all, did, get, she, for, you, to, do, we. Locate and read high-frequency words in continuous text.
11				<ul style="list-style-type: none"> Use similarities between high-frequency words to learn more about how words work. 	<ul style="list-style-type: none"> Notice blends, digraphs, and vowels in the high-frequency words, especially the different sounds for the vowel O. 	<ul style="list-style-type: none"> High-frequency words: say them, spell them, learn about letters and sounds. Continue to review kindergarten high-frequency words, highlighting and learning from words that contain the vowel O: to, so, go, do, no, got, you, look, for. Review both Set 1 and Set 2 of the high-frequency words from kindergarten.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
12						<ul style="list-style-type: none"> • Develop strategies for learning high-frequency words. • Locate and read high-frequency words in continuous text. • Learn new words (his, said, saw, say, then, they). • Review both Set 1 and Set 2 of the high-frequency words from kindergarten.
13				<ul style="list-style-type: none"> • Spell known words quickly. 	<ul style="list-style-type: none"> • Hear and identify short vowel sounds in words and the letters that represent them. 	<ul style="list-style-type: none"> • Notice and use knowledge of high-frequency words before, during, and after writing a text. • Review kindergarten high-frequency words Set 1 and Set 2. • Review high-frequency words taught in Session 12: his, said, saw, say, then, they. • Learn new words (but, let, run, us, yes).
14				<ul style="list-style-type: none"> • Use knowledge of blends, digraphs, short vowels, and high-frequency words to write and read. • Use known words to help spell an unknown word. 	<ul style="list-style-type: none"> • Use knowledge of blends, digraphs, short vowels, and HF words to write and read 	<ul style="list-style-type: none"> • Review high-frequency words from kindergarten (did, see, no, and) and from Session 12 (said, then). • Write known words quickly.
15		<ul style="list-style-type: none"> • Segment and blend onsets and rimes. • Delete and change the onset to make new words with the same rime. 		<ul style="list-style-type: none"> • Use phonograms to help read and write words (-up, -at, -an, -it). 	<ul style="list-style-type: none"> • Recognize and use phonograms in high-frequency words. 	<ul style="list-style-type: none"> • Use word wall words (VC, CVC) to make and learn new words. We use: up, at, can.
16		<ul style="list-style-type: none"> • Hear and connect rhyming words. 		<ul style="list-style-type: none"> • Use known words to monitor word-solving accuracy. 	<ul style="list-style-type: none"> • Recognize that words have phonograms that can appear in many words. 	<ul style="list-style-type: none"> • Use high-frequency words (VC, CVC) to make and learn new words. We use: will. • Review high-frequency words.
17				<ul style="list-style-type: none"> • Use phonograms to help spell and read a word. 	<ul style="list-style-type: none"> • Recognize and use blends and digraphs. 	<ul style="list-style-type: none"> • Use blends and digraphs and high-frequency words to make new words (at, in, look, will, and, up, play, got, all).

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
18			<ul style="list-style-type: none"> • Use efficient and consistent motions to form letters. 	<ul style="list-style-type: none"> • Use knowledge of blends, digraphs, word parts, and short vowels to fix up spelling. 		<ul style="list-style-type: none"> • Develop strategies for learning high-frequency words. • Use the word wall to write high-frequency words correctly. • Use high-frequency words to read and write new, longer words.
19				<ul style="list-style-type: none"> • Use known word parts to solve unknown larger words. • Use blends, digraphs, short vowels, snap words, and word parts to figure out hard words. • Use known words to read unknown words. 	<ul style="list-style-type: none"> • Recognize and use VC and CVC phonograms. 	

Phonics Instruction in Grade 1 Unit 2, *The Mystery of the Silent e*

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
1		<ul style="list-style-type: none"> Review long and short vowel sounds. 			<ul style="list-style-type: none"> Identify vowels in single-syllable words. Know final -e conventions for representing a long vowel sound. Decode unknown words that follow a CVC and CVCe pattern. Use CVCe pattern with the vowel A to be able to write words. 	<ul style="list-style-type: none"> Learn five new high-frequency words: eat, make, take, out, big (see Extension 3).
2		<ul style="list-style-type: none"> Distinguish the long and short vowel sound in a spoken word. Generate words with the vowel A (see Extension 1). 			<ul style="list-style-type: none"> Use the CVC patterns to read a printed word. Use the CVCe pattern to read a printed word. Hear, say, and identify long and short A, noticing the silent E where applicable. 	<ul style="list-style-type: none"> Learn one new high-frequency word: have (see Extension 1).
3	<ul style="list-style-type: none"> Use proper language conventions to write a sentence, including capitals and end punctuation. 				<ul style="list-style-type: none"> Identify letter-sound combinations to be able to write new words. Use knowledge of short and long vowels and the CVCe pattern to edit writing. 	<ul style="list-style-type: none"> Review and use high-frequency words to write in context. Spell high-frequency words with automaticity. Review and recognize snap words with automaticity (See Extension 3).
4	<ul style="list-style-type: none"> Use proper language conventions to write a sentence, including capitals and end punctuation (see Extension 1). 	<ul style="list-style-type: none"> Segment single-syllable words. Change the beginning, ending, or middle phoneme to make a new word. 			<ul style="list-style-type: none"> Identify vowels and consonants in a single-syllable word to write it. Identify and record blends at the beginning of a word. Use knowledge of the CVCe pattern to decode and write new words. Identify common phonograms with long A. Use knowledge of phonograms to generate and write words with the long A sound. 	<ul style="list-style-type: none"> Learn two new high-frequency words: came, same (see Extension 2).

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
5		<ul style="list-style-type: none"> Distinguish between short and long vowel sounds. Hear syllables in high-frequency words (see Extension 2). 			<ul style="list-style-type: none"> Use knowledge of CVC and CVCe patterns to decode new words in text. Recognize the common effect of silent E on words with any vowel. 	<ul style="list-style-type: none"> Read high-frequency words in continuous text. Read and write high-frequency words in isolation (see Extension 2).
6		<ul style="list-style-type: none"> Hear medial phonemes in words. Distinguish between long and short vowel sounds, especially A and O. 			<ul style="list-style-type: none"> Use knowledge of CVCe pattern to decode and write new words. Identify the letters in a blend to write words. Identify common phonograms with long O. 	<ul style="list-style-type: none"> Learn five new high-frequency words: put, not, your, more, home, of (see Extension 2).
7		<ul style="list-style-type: none"> Hear medial phonemes in words. Distinguish between the long and short vowel sounds of I. 			<ul style="list-style-type: none"> Compare CVC and CVCe words with the vowel I. Consolidate learning by reading CVCe words with the vowels A, O, and I. Notice the irregular spelling of words that end with -ve and use this pattern to write similar words (see Extension 1). 	<ul style="list-style-type: none"> Review high-frequency words, using knowledge of letters, sounds, and similar words (see Extension 2).
8		<ul style="list-style-type: none"> Hear medial phonemes in words. Distinguish between the long and short vowel sounds of A, I, O and U. Distinguish between the sounds of words with long U (see Extension 1). 			<ul style="list-style-type: none"> Identify the vowel sound in a word to edit spelling. Use knowledge of CVCe pattern to decode and edit words. Use knowledge of CVCe patterns to decode unfamiliar words with long U. 	
9		<ul style="list-style-type: none"> Hear and say the phonemes in a word with attention to the vowel sounds. 			<ul style="list-style-type: none"> Hear and identify the long E sound in words, locating the letters that represent the sound (noticing CVCe pattern and the more frequently used vowel teams EE and EA). Locate and decode words with vowel teams EE and EA in books. 	

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
10					<ul style="list-style-type: none"> Hear and identify the vowel sound in words, locating the letters that represent the sound (see optional Extension 2). 	<ul style="list-style-type: none"> Review cumulative list of high-frequency words. Locate and read high-frequency words in text. Write high-frequency words with automaticity.
11					<ul style="list-style-type: none"> Notice blends, digraphs, and vowels in words. 	<ul style="list-style-type: none"> Learn five new high-frequency words: into, little, I'm, three, now. Review cumulative list of high-frequency words by attending to common features and word meaning (see Extensions 1 and 2).
12		<ul style="list-style-type: none"> Hear and clap syllables in two-syllable words. 			<ul style="list-style-type: none"> Identify vowels and consonants in a word. Notice double consonants in words and use them to divide words into two syllables when decoding new words. 	
13		<ul style="list-style-type: none"> Hear and say the beginning phonemes in a word. Blend three or more phonemes in a word. 			<ul style="list-style-type: none"> Identify vowels and consonants in a word. Identify 3-letter blends and digraphs. Identify short- and long-vowel phonograms. Record initial blends and digraphs to write new words. Record long-vowel phonograms to write new words. 	<ul style="list-style-type: none"> Learn two new high-frequency words: if, or (see Extension 2).
14				<ul style="list-style-type: none"> Understand the concept of a contraction. Recognize and read simple contractions (formed with am, are, is). 		<ul style="list-style-type: none"> Review high-frequency words students have previously learned: I, am, we, you, she, he, are, is, it, I'm.
15				<ul style="list-style-type: none"> Read and take apart simple compound words. 		<ul style="list-style-type: none"> Hear and record known words to spell simple compound words. Review high-frequency words students have previously learned: in, to, out, day, into.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
16		<ul style="list-style-type: none"> • Hear familiar blends and digraphs in spoken words. • Hear familiar ending phonograms in spoken words. 			<ul style="list-style-type: none"> • Identify blends and digraphs in a word. • Identify familiar onsets and rimes in unknown words. • Identify words that start or end the same, using these similarities to solve unknown words. • Use known words to read and write unknown words. 	<ul style="list-style-type: none"> • Review students' entire bank of high-frequency words. • Learn one new high-frequency word: read (see Extension 2).
17				<ul style="list-style-type: none"> • Read and take apart simple compound words. • Recognize and read simple contractions (words formed with am, are and is). 	<ul style="list-style-type: none"> • Know final -e conventions for representing a long-vowel sound. • Decode unknown words that follow a CVC and CVCe pattern. • Identify 3-letter blends and digraphs. • Notice double consonants in words and use them to divide words into two syllables. • Identify blends and digraphs in a word. • Identify familiar onsets and rimes in unknown words. • Identify words that start or end the same, using these similarities to solve unknown words. 	

Phonics Instruction in Grade 1 Unit 3, *From Tip to Tail: Reading Across Words*

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
1				<ul style="list-style-type: none"> • Use knowledge of letter-sound relationships to monitor word-solving accuracy. • Use known word parts to solve unknown larger words. 		<ul style="list-style-type: none"> • Learn five new high-frequency words: jump, where, there, never, going (see Extension 3).
2				<ul style="list-style-type: none"> • Use common word endings such as -ing, -ed, -s, -es, -er to generate new words. • Read and use words with inflectional endings -ing, -ed, -s, -es, -er. • Learn conventions for adding the ending -ing to CVCe words (see Extension 3). 		<ul style="list-style-type: none"> • Use and review high-frequency words.
3				<ul style="list-style-type: none"> • Read and use words with inflectional endings -ing, -ed, -s, -es, -er. • Recognize and use plurals -s and -es at the end of words. • Identify and sort different ending sounds in words with the same ending (-ed and -es). 		
4				<ul style="list-style-type: none"> • Recognize and use words with inflectional endings (see Extension 2). 	<ul style="list-style-type: none"> • Recognize and use Y as a vowel at the end of a word. • Identify the long vowel sounds Y can make at the end of a word. • Recognize and use the -ay and -ey phonograms. 	<ul style="list-style-type: none"> • Learn new high-frequency words any, very, today.
5					<ul style="list-style-type: none"> • Identify blends and digraphs at the end of words. • Use phonograms with ending blends to generate new words. 	
6				<ul style="list-style-type: none"> • Use inflectional endings including -ing, -ed, -s, -es, -er, to edit words. 	<ul style="list-style-type: none"> • Use phonics knowledge, including blends, digraphs, and vowels to edit words. 	

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
7				<ul style="list-style-type: none"> • Use phonogram patterns containing ending blends to generate new words. • Use onsets and rimes in known words to read unknown words. 	<ul style="list-style-type: none"> • Identify phonograms with ending blends (-ank, -est, -ing, -ink, -ump, -unk). 	<ul style="list-style-type: none"> • Learn five new high-frequency words: just, back, best, think, with (see Extension 3).
8				<ul style="list-style-type: none"> • Use phonogram patterns containing ending blends and digraphs to generate new words. • Use onsets and rimes in known words to read unknown words. 	<ul style="list-style-type: none"> • Identify phonograms with ending digraphs (-ack, -ash, -ish, -ick, -ock, -uck, -ell, -ill). 	<ul style="list-style-type: none"> • Use phonics knowledge to study familiar high-frequency words (see Extension 2).
9				<ul style="list-style-type: none"> • Use familiar word parts including blends, digraphs, phonograms, and inflectional endings to read one- and two-syllable words. 		<ul style="list-style-type: none"> • Review previously taught high-frequency words (see Extensions 2 and 3). • Learn new high-frequency words than, that, when (see Extension 3). • Develop and use strategies for learning high-frequency words.
10		<ul style="list-style-type: none"> • Segment words into syllables. • Segment syllables into onset and rime or individual phonemes. 		<ul style="list-style-type: none"> • Use familiar word parts including blends, digraphs, phonograms, and inflectional endings to spell multisyllabic words. • Use parts of familiar words to spell unfamiliar words. 		
11				<ul style="list-style-type: none"> • Use knowledge of vowels to read and spell multisyllabic words. • Use parts of familiar words to read and spell unfamiliar words. 		
12				<ul style="list-style-type: none"> • Use familiar word parts including blends, digraphs, phonograms, and inflectional endings to decode multisyllabic words. • Use parts of familiar words to read unfamiliar words. 		

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
13						<ul style="list-style-type: none"> • Review previously taught high-frequency words with a familiar routine. • Locate and read high-frequency words in text. • Edit high-frequency words in writing. • Develop strategies for learning high-frequency words.
14				<ul style="list-style-type: none"> • Use parts of known words to read and write unknown words. 	<ul style="list-style-type: none"> • Use knowledge of phonics features to study new high-frequency words. • Recognize phonogram patterns. 	<ul style="list-style-type: none"> • Learn new snap words: could, should, would, mother, from.
15				<ul style="list-style-type: none"> • Use known word parts to read unknown words. 		<ul style="list-style-type: none"> • Review previously taught high-frequency words. • Locate and read high-frequency words in text. • Develop strategies for learning high-frequency words.
16				<ul style="list-style-type: none"> • Understand the concept of a contraction. • Recognize and read simple contractions (formed with am, are, is, not). • Break down simple contractions into the words that comprise them. • Use knowledge of phonics features (phonograms, blends, digraphs, inflectional endings, long vowel patterns EA and CVCe) to read continuous text (see Extension 2). 		

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
17				<ul style="list-style-type: none"> • Understand the concept of a contraction. • Recognize and read simple contractions (formed with am, are, is, not). • Break down simple contractions into the words that comprise them. • Use known words parts to read unknown words (see Extension 1). 		<ul style="list-style-type: none"> • Review familiar high-frequency words.
18				<ul style="list-style-type: none"> • Use accumulated phonics and word knowledge to play a variety of word games. 		<ul style="list-style-type: none"> • Use accumulated phonics and word knowledge to play a variety of word games.

Phonics Instruction in Grade 1 Unit 4, *Word Builders: Using Vowel Teams to Build Big Words*

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
1		<ul style="list-style-type: none"> • Segment single-syllable words. • Change the beginning, ending, or middle phoneme to make a new word. 		<ul style="list-style-type: none"> • Use known parts, including blends, digraphs, common phonograms, and endings, to build single- and multisyllabic words. • Read words with inflectional endings (-s, -ed, -ing). • Decode unknown words using parts. 	<ul style="list-style-type: none"> • Identify blends, digraphs, common endings, and phonograms. 	<ul style="list-style-type: none"> • Learn four new high-frequency words: easy, wait, away, each.
2		<ul style="list-style-type: none"> • Distinguish the long- and short vowel sounds in a spoken word. 		<ul style="list-style-type: none"> • Use common long-vowel patterns EE and EA as well as digraphs and inflected endings to build new single- and multisyllabic words. • Decode single- and multisyllabic words using common long-vowel patterns EE and EA, digraphs, and inflected endings. 	<ul style="list-style-type: none"> • Distinguish between two common long-vowel patterns, EE and EA, for the long E sound. • Contrast short- and long-vowel sounds in words using common CVVC and CVC patterns. 	<ul style="list-style-type: none"> • Review and recognize snap words with automaticity.
3				<ul style="list-style-type: none"> • Decode single- and multisyllabic words using common long-vowel patterns (EE, EA, AI, and OA) as well as digraphs, blends, and inflected endings. • Use knowledge of CVVC patterns to decode new words. • Read words with inflected endings. • Use blends, digraphs, and phonograms to write new words. 	<ul style="list-style-type: none"> • Identify common long-vowel patterns EE, EA, AI, and OA. 	<ul style="list-style-type: none"> • Review and use snap words to build new words.
4	<ul style="list-style-type: none"> • Use proper language conventions to write a sentence, including capitals and end punctuation. 	<ul style="list-style-type: none"> • Isolate and pronounce initial, medial vowel, and ending sounds in spoken single-syllable words. 		<ul style="list-style-type: none"> • Use knowledge of common longvowel patterns (EE, EA, AI, and OA) as well as digraphs, blends, and inflected endings to build single and multisyllabic words. • Use knowledge of CVVC patterns to decode new words. 	<ul style="list-style-type: none"> • Identify common long-vowel patterns EE, EA, AI, and OA. • Distinguish between two vowel patterns that make the same sound: AI and AY. • Recognize and use some phonograms with vowel combinations (-ail, -ain). 	<ul style="list-style-type: none"> • Learn new words: near, need, next, and last.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
5		<ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and ending sounds in spoken single-syllable words. 	<ul style="list-style-type: none"> Identify and read words with inconsistent but common spelling-sound correspondences. Use knowledge of long-vowel CVVC patterns to decode new words. Use knowledge of common long-vowel patterns (EE, EA, AI, and OA), as well as digraphs, blends, and inflected endings to write words. 		<ul style="list-style-type: none"> Identify common long-vowel patterns EE, EA, AI, AY, and OA. Distinguish between two vowel patterns that make the same sound: EE and EA. 	<ul style="list-style-type: none"> Learn one new word: been. Spell snap words with automaticity.
6				<ul style="list-style-type: none"> Use knowledge of long-vowel CVVC patterns to decode new words. Use knowledge of common long-vowel patterns to edit writing. 	<ul style="list-style-type: none"> Recognize the spelling-sound correspondence for common long-vowel patterns (EE, EA, AI, AY, and OA). 	<ul style="list-style-type: none"> Review and recognize snap words with automaticity.
7		<ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and ending sounds in spoken single-syllable words. Change the beginning, ending, or middle phoneme to make a new word. 		<ul style="list-style-type: none"> Use knowledge of phonograms as well as digraphs, blends, and inflected endings to build words. 	<ul style="list-style-type: none"> Hear and identify the vowel sound in words, locating the letters that represent the sound. Recognize and use letter combinations that represent unique vowel sounds to decode words with a CVVC pattern (OU). Recognize and use phonograms with a unique vowel sound to build and read new words (-oud, -ound, -ouch). 	
8		<ul style="list-style-type: none"> Change the beginning, ending, or middle phoneme to make a new word. 		<ul style="list-style-type: none"> Use knowledge of vowel patterns and digraphs, blends, and inflected endings to build words. 	<ul style="list-style-type: none"> Distinguish between two vowel patterns that make the same sound: OW and OU. Recognize and use phonograms with a unique vowel sound to build and read new words (-out, -own). 	<ul style="list-style-type: none"> Learn four new words: house, about, down, our.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
9					<ul style="list-style-type: none"> • Distinguish between the two sounds one vowel pattern makes for the vowel pattern OW. • Hear and identify the vowel sound in words, locating the letters that represent the sound. • Recognize and use letter combinations that represent unique vowel sounds to decode words with a CVVC pattern. • Distinguish between the many sounds one vowel pattern makes for the vowel pattern OU. 	<ul style="list-style-type: none"> • Learn one new high-frequency word: know.
10		<ul style="list-style-type: none"> • Isolate and hear different medial vowel sounds in spoken single-syllable words. 			<ul style="list-style-type: none"> • Distinguish between the two sounds one vowel pattern makes for the vowel pattern OO. • Hear and identify the vowel sound in words, locating the letters that represent the sound. • Recognize and use letter combinations that represent unique vowel sounds to decode words with a CVVC pattern. • Recognize and use phonograms with a unique vowel sound to read and build new words (-oop, -ool, -oom, -oon, -ood, -ook). 	<ul style="list-style-type: none"> • Learn one new word: school.
11		<ul style="list-style-type: none"> • Isolate and pronounce initial, medial vowel, and ending sounds in spoken single-syllable words. 			<ul style="list-style-type: none"> • Consolidate learning by writing CVVC words with the vowel teams OU, OW, and OO, as well as digraphs, blends, and endings. • Use knowledge of long and unique vowel CVVC patterns to edit words. 	<ul style="list-style-type: none"> • Review and recognize snap words with automaticity.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
12		<ul style="list-style-type: none"> Hear and connect rhyming words. 		<ul style="list-style-type: none"> Use knowledge of vowel patterns as well as digraphs, blends, and inflected endings to write words. Use knowledge of long and unique vowel CVVC patterns to edit words. 	<ul style="list-style-type: none"> Distinguish between two vowel patterns that make the same sound: OI and OY. Recognize and use Y as a vowel sound (OY, AY, EY). 	<ul style="list-style-type: none"> Learn four new words: much, such, two, who.
13		<ul style="list-style-type: none"> Segment onsets and rimes. 			<ul style="list-style-type: none"> Hear and identify the vowel sound in words, locating the letters that represent the sound. Distinguish between two vowel patterns that make the same sound: EW and UE. Recognize and use letter combinations that represent unique vowel sounds to decode words with a CVVC pattern. 	<ul style="list-style-type: none"> Learn one new word: few. Review and recognize snap words with automaticity.
14				<ul style="list-style-type: none"> Use knowledge of long and unique vowel CVVC patterns to edit words. 	<ul style="list-style-type: none"> Consolidate learning by writing CVVC words with the vowel teams OI/OY, EW/UE, OU/OW, AY/AI, EA/EE. Hear and identify the vowel sound in words, locating the letters that represent the sound. Distinguish between two vowel patterns that make the same sound. 	<ul style="list-style-type: none"> Review and recognize snap words with automaticity.
15	<ul style="list-style-type: none"> Use language conventions to write a sentence, including capitals and end punctuation. 	<ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and ending sounds in spoken single-syllable words. Change the beginning, ending, or middle phoneme to make a new word. 			<ul style="list-style-type: none"> Hear and identify the vowel sound in words, locating the letters that represent the sound. Distinguish between two vowel patterns that make the same sound: AW and AU. Recognize and use letter combinations that represent unique vowel sounds to build and decode words with a CVVC pattern. 	<ul style="list-style-type: none"> Learn one new high-frequency word: because. Spell high-frequency words with automaticity.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
16		<ul style="list-style-type: none"> • Change the beginning, ending, or middle phoneme to make a new word. • Hear, say, clap, and identify syllables. 		<ul style="list-style-type: none"> • Use knowledge of vowel patterns as well as digraphs, blends, and inflected endings to write words. 	<ul style="list-style-type: none"> • Recognize and use letter combinations that represent unique vowel sounds to build and decode words with an IGH pattern. 	<ul style="list-style-type: none"> • Learn two new words: high, might.
17		<ul style="list-style-type: none"> • Isolate and pronounce initial, medial vowel, and ending sounds in spoken single-syllable and multisyllabic words. 		<ul style="list-style-type: none"> • Use knowledge of vowel patterns as well as digraphs, blends, and inflected endings to decode and write words. • Read and take apart simple compound words. 	<ul style="list-style-type: none"> • Recognize and use letter combinations that represent unique vowel sounds to build and decode words. 	

Phonics Instruction in Grade 1 Unit 5, *Marvelous Bloopers: Learning Through Wise Mistakes*

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
1				<ul style="list-style-type: none"> Edit writing, looking for R-controlled vowels and vowel-less word bloopers. Make first attempt to spell a word. 	<ul style="list-style-type: none"> Identify and use vowel sounds with R. 	<ul style="list-style-type: none"> Learn five new words (under, over, were, want, their). Develop and use strategies for learning high-frequency words.
2				<ul style="list-style-type: none"> Use sound and letter sequence to help spell a word. Say a word slowly to spell it. Edit writing for R-controlled vowel bloopers. 	<ul style="list-style-type: none"> Recognize and use phonograms (-ar, -er, -or) with vowels and R in single syllable words. 	
3				<ul style="list-style-type: none"> Edit words by checking to see if they look right. Use phonogram patterns and letter patterns to help spell a word. 	<ul style="list-style-type: none"> Recognize and use phonics patterns with vowels and R or single syllable words. Learn different spelling patterns for the /ər/ sound (-ir, -er, -ur, -or). 	
4				<ul style="list-style-type: none"> Use phonogram patterns (IR, UR) to represent the /ər/ sound especially in the middle of words. Write a word a few ways to check which way looks right. Use different spelling patterns for the /ər/ sound to write words (-er, -ir, -ur, -or, -ar). 	<ul style="list-style-type: none"> Recognize and use phonics patterns with vowels and R in single-syllable words. 	
5				<ul style="list-style-type: none"> Recognize the sequence of letters and the sequence of sounds to read a word or word part. Use phonogram patterns with vowels and R to read words. Recognize and talk about the fact that words can be related in many ways (sound, spelling, category). 	<ul style="list-style-type: none"> Learn the many sounds that EAR makes. Learn about how R changes vowel sounds. 	

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
6				<ul style="list-style-type: none"> • Edit writing by spelling a word a few ways to check which one looks right. • Use onsets and rimes in known words to read and write other words with the same parts. • Use phonogram patterns with vowels and R to read words. 	<ul style="list-style-type: none"> • Learn the many spelling patterns for the /air/ sound (-air, -are, -ear, -ere). 	
7				<ul style="list-style-type: none"> • Use known words to monitor word-solving accuracy. • Use knowledge of letter-sound relationships (R-controlled vowels) to monitor word-solving accuracy. • Use knowledge of R-controlled vowels to correct reading bloopers. 		
8						<ul style="list-style-type: none"> • Locate and read high-frequency words in continuous texts. • Use a mnemonic device to help spell a word. • Develop strategies for learning high-frequency words.
9						<ul style="list-style-type: none"> • Learn two new words (find, kind). • Develop and use strategies for learning high-frequency words. • Study high-frequency words by noticing the tricky parts. • Use a mnemonic device to help spell a word.
10				<ul style="list-style-type: none"> • Make, recognize, and use common compound words. • Use known word parts (some are words) to solve unknown larger words. 		<ul style="list-style-type: none"> • Learn new words (ask, walk, them, what, things). • Develop and use strategies for learning high-frequency words. • Locate and read high-frequency words in continuous text.

Session	Concepts About Print	Phonological Awareness	Letter Knowledge	Word Knowledge/Word Solving	Phonics	High-Frequency Words
11				<ul style="list-style-type: none"> Use a spelling routine to help spell a word. 		<ul style="list-style-type: none"> Read and write approximately 100 high-frequency words. Develop and use strategies for learning high-frequency words. Use a mnemonic device to help spell a word.
12			<ul style="list-style-type: none"> Use consistent and efficient motions to form letters. 	<ul style="list-style-type: none"> Use capital letters at the start of sentences, for the word I, for dates, and for the names of people and places. Demonstrate knowledge of the use of upper- and lowercase letters of the alphabet. 		<ul style="list-style-type: none"> Learn three new words (everything, everyone, myself).
13	<ul style="list-style-type: none"> Use capital letters at the start of sentences, for the word I, for dates, and for the names of people and places. Demonstrate knowledge of the use of upper- and lowercase letters of the alphabet. 			<ul style="list-style-type: none"> Edit for capitalization. 		
14				<ul style="list-style-type: none"> Use capitalization rule to write and editing writing 		<ul style="list-style-type: none"> Learn new words (everything, everyone, and myself).
15				<ul style="list-style-type: none"> Use capital letters at the start of sentences, for the word I, for dates, and for the names of people and places. Demonstrate knowledge of the use of upper- and lowercase letters of the alphabet. Edit for capitalization. 		<ul style="list-style-type: none"> Learn new words (after, always, soon).
16				<ul style="list-style-type: none"> Use capital letters correctly. Use all of the phonics principles learned during kindergarten and first grade to write (long vowel spelling patterns, endings, R-controlled vowels, and high-frequency words). 		
17				<ul style="list-style-type: none"> Use capitalization knowledge to teach others about words 		

Phonics Instruction in Grade 2 Unit 1, *Growing into Second-Grade Phonics*

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
1	<ul style="list-style-type: none"> Hear, say, and clap syllables. 	<ul style="list-style-type: none"> Use names to review previously-learned concepts (consonants, vowels—short and long, blends, digraphs, silent E, vowel teams, R-controlled vowels, and phonograms). 			<ul style="list-style-type: none"> Use known words to help spell unknown words. 			
2	<ul style="list-style-type: none"> Isolate and hear different medial vowel sounds. 	<ul style="list-style-type: none"> Distinguish long and short vowel sounds. Identify CVC, CCVC, and CVCe patterns. Recognize and use Y as a vowel sound. 			<ul style="list-style-type: none"> Use knowledge of CVC, CCVC, and CVCe patterns to spell. 			
3		<ul style="list-style-type: none"> Study long vowel sounds, especially silent E, vowel teams, and diphthongs. Notice long vowel exceptions (e.g. clothes, he, again, and took). Recognize and use blends, digraphs, and trigraphs at the beginning and end of words. 			<ul style="list-style-type: none"> Use knowledge of long-vowel patterns in reading. 			
4		<ul style="list-style-type: none"> Notice previously-learned concepts in high-frequency words (consonants, vowels—short and long, blends, digraphs, silent E, vowel teams, R-controlled vowels, and phonograms). 						<ul style="list-style-type: none"> Review high-frequency words from kindergarten and first grade. Review and use strategies for learning high-frequency words.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
5	<ul style="list-style-type: none"> Distinguish the -er, -or, and -ar sounds in spoken words. Manipulate the sounds in words to make short vowel and R-controlled vowel sounds. 	<ul style="list-style-type: none"> Identify R-controlled vowel sounds. Recognize and use phonograms with R-controlled vowels in single-syllable words (-ar, -er, -or). 		<ul style="list-style-type: none"> Discover and use R-controlled vowels in reading. 	<ul style="list-style-type: none"> Edit writing, looking for errors with R-controlled vowels. 			
6				<ul style="list-style-type: none"> Discover and use the different spelling patterns for the /ər/ sound. 	<ul style="list-style-type: none"> Learn different spelling patterns for the /ər/ sound (-ir, -er, -ur, -or, -ear, -ar). Identify spelling patterns for the /air/ sound. Identify spelling patterns for the /ear/ sound. 			<ul style="list-style-type: none"> Review high-frequency words with R-controlled vowels.
7		<ul style="list-style-type: none"> Review, plan, and teach silent E, vowel teams and diphthongs, R-controlled vowels, blends, and digraphs. 						<ul style="list-style-type: none"> Review, plan, and teach highfrequency words from kindergarten and first grade.
8					<ul style="list-style-type: none"> Develop strategies for remembering how to spell commonly misspelled high-frequency words. 			<ul style="list-style-type: none"> Review frequently misspelled high-frequency words: said, they, where, first, friend, girl, when, went, and your. Study high-frequency words by noticing tricky parts.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
9							<ul style="list-style-type: none"> Review frequently misspelled high-frequency words: said, they, where, first, friend, girl, when, went, and your. Study high-frequency words by noticing tricky parts. 	
10							<ul style="list-style-type: none"> Review uses of capitals (at the start of sentences, for the word I, for dates, and for the names of people, places, and product names). Edit writing for capitals. 	
11					<ul style="list-style-type: none"> Develop strategies to correctly spell homophones. 	<ul style="list-style-type: none"> Learn strategies for determining meaning of homophones using sentence-level context. 		<ul style="list-style-type: none"> New homophone high-frequency words: hear, here.
12					<ul style="list-style-type: none"> Develop strategies to correctly spell homophones. 	<ul style="list-style-type: none"> Learn strategies for remembering the different meanings of common homophones. 	<ul style="list-style-type: none"> Editing writing for commonly misspelled homophones. 	<ul style="list-style-type: none"> New homophone high-frequency words: too, to, two, their, there, they're, your, you're.
13					<ul style="list-style-type: none"> Practice strategies for remembering how to spell commonly misspelled words. 			<ul style="list-style-type: none"> Review of commonly misspelled high-frequency words: about, school, with, was, could, what, and very.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
14				<ul style="list-style-type: none"> • Notice, use, and collect spelling patterns while reading. 	<ul style="list-style-type: none"> • Learn and use a process for discovering and testing phonograms for their usefulness. • Spell words in bigger chunks using spelling patterns (phonograms). 			
15				<ul style="list-style-type: none"> • Discover phonograms while reading. 	<ul style="list-style-type: none"> • Practice using a process for discovering and testing phonograms for their usefulness. • Use a tool to review the thirty-seven most common phonograms. • Use known words to spell unknown words. 			<ul style="list-style-type: none"> • Discover powerful patterns (phonograms) in the high-frequency words from kindergarten and first grade.
16	<ul style="list-style-type: none"> • Hear and produce rhymes. 			<ul style="list-style-type: none"> • Read using word patterns. 	<ul style="list-style-type: none"> • Discover, collect, and use patterns with different spellings and the same rhyme. • Learn to use knowledge of phonograms to make an attempt at an unknown word. 	<ul style="list-style-type: none"> • Develop understanding of homographs. 		
17				<ul style="list-style-type: none"> • Use patterns, including patterns with different spellings and the same rhyme to solve tricky words and to read more fluently. 	<ul style="list-style-type: none"> • Discover, collect, and use patterns (phonograms). 			<ul style="list-style-type: none"> • Check and practice writing commonly-misspelled high-frequency words.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
18	<ul style="list-style-type: none"> Practice hearing and producing rhymes. 				<ul style="list-style-type: none"> Use phonograms to create rhyming texts. Learn to use a sense of what looks right to edit patterns in writing. Study the thirty-seven most common phonograms and practice using them to make rhymes. 		<ul style="list-style-type: none"> Use knowledge of conventions in writing (end punctuation, purposeful capitals, and correctly spelled high-frequency words). 	
19				<ul style="list-style-type: none"> Use knowledge of phonograms to read with fluency. 	<ul style="list-style-type: none"> Use known phonograms to write poems. Use knowledge of phonograms to edit rhymes. 		<ul style="list-style-type: none"> Use knowledge of conventions in writing (end punctuation, purposeful capitals, and correctly-spelled high-frequency words). 	

Phonics Instruction in Grade 2 Unit 2, *Big Words Take Big Resolve: Tackling Multisyllabic Words*

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
1				<ul style="list-style-type: none"> Use strategies to solve unknown words. 	<ul style="list-style-type: none"> Use spelling strategies to help spell words. 			
2			<ul style="list-style-type: none"> Understand the concept of a syllable. 	<ul style="list-style-type: none"> Break words into syllables to decode them. Demonstrate flexibility with sounds when solving words. 				
3			<ul style="list-style-type: none"> Understand the concept of a syllable. Identify common endings. 	<ul style="list-style-type: none"> Decode multisyllabic words by using knowledge of two consonants in the middle. Use known endings to help decode multisyllabic words. 				
4		<ul style="list-style-type: none"> Recognize and use vowel sounds in open and closed syllables. Understand why some words have a double consonant. 	<ul style="list-style-type: none"> Recognize and use syllables in words with double consonants. 	<ul style="list-style-type: none"> Decode multisyllabic words by using knowledge of double consonants. Demonstrate flexibility with sounds when solving words. 	<ul style="list-style-type: none"> Edit writing using knowledge of double consonants in multisyllabic words. 			<ul style="list-style-type: none"> New high-frequency words: better, follow, happen, and different. Develop and use strategies for acquiring a large bank of high-frequency words.
5		<ul style="list-style-type: none"> Recognize and use vowel sounds in open and closed syllables. 	<ul style="list-style-type: none"> Identify common endings. Recognize and use syllables that contain a consonant followed by the letters le. 	<ul style="list-style-type: none"> Remove endings to help decode multisyllabic words. Decode multisyllabic words by using knowledge of the consonant le syllable. 	<ul style="list-style-type: none"> Use knowledge of syllables that contain a consonant followed by the letters le to help spell a word. 			<ul style="list-style-type: none"> New high-frequency words: people, trouble, and terrible. Develop and use strategies for acquiring a large bank of high-frequency words.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
6				<ul style="list-style-type: none"> • Decode multisyllabic words by breaking them into syllables. • Use strategies to solve unknown words. • Demonstrate flexibility with sounds when solving words. 				
7		<ul style="list-style-type: none"> • Recognize and use consonant combinations where one consonant is silent (kn, wr, gn, rh, and qu). 		<ul style="list-style-type: none"> • Demonstrate flexibility when solving words. 				<ul style="list-style-type: none"> • New high-frequency word: answer. • Develop and use strategies for acquiring a large bank of high-frequency words.
8		<ul style="list-style-type: none"> • Recognize and use consonants that can represent different sounds (hard and soft sounds of C and G). 		<ul style="list-style-type: none"> • Demonstrate flexibility with sounds when solving words. 				<ul style="list-style-type: none"> • New high-frequency word: special. • Develop and use strategies for acquiring a large bank of high-frequency words.
9		<ul style="list-style-type: none"> • Recognize and use consonants that can represent different sounds (hard and soft sounds of C and G). • Recognize and use letter combinations that represent unique sounds (ce and se at the ends of words). 						

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
10		<ul style="list-style-type: none"> Recognize and use letter combinations that represent unique sounds (ge and dge). Recognize and use phonograms (age). 		<ul style="list-style-type: none"> Demonstrate flexibility with sounds when solving words. Consolidate learning by reading words with phonograms. 	<ul style="list-style-type: none"> Use known letter combinations to spell words (ic and ick at ends of words). Consolidate learning by writing words with phonograms. 			
11		<ul style="list-style-type: none"> Recognize and use letter combinations that represent multiple sounds (gh). Recognize and use digraphs (gh and ph). 		<ul style="list-style-type: none"> Demonstrate flexibility with sounds when solving words. 	<ul style="list-style-type: none"> Consolidate learning by using know parts to write words. 			<ul style="list-style-type: none"> New high-frequency words: enough and through. Develop and use strategies for acquiring a large bank of high-frequency words. Review high-frequency words to support automaticity. Spell high-frequency words with automaticity.
12		<ul style="list-style-type: none"> Recognize and use letter combinations that represent unique sounds (tricky consonant combinations such as kn, wr, and gn). 		<ul style="list-style-type: none"> Demonstrate flexibility with sounds when solving words. Use strategies to solve unknown words. 	<ul style="list-style-type: none"> Use known letter combinations to spell words. 			
13			<ul style="list-style-type: none"> Form new words with inflectional endings: Drop final E when adding endings that start with a vowel (-ing and -ed). 	<ul style="list-style-type: none"> Read words with inflectional endings (sounds of -ed: /id/, /d/, and /t/). Demonstrate flexibility with sounds when solving words. Explore irregular past tense verbs (wrote, gave, and froze). 	<ul style="list-style-type: none"> Edit writing using knowledge of inflectional endings. 			<ul style="list-style-type: none"> New high-frequency words: does and goes. Develop and use strategies for acquiring a large bank of high-frequency words.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
14			<ul style="list-style-type: none"> Form new words with common endings: Double the consonant in CVC base words when adding endings that start with a vowel. 	<ul style="list-style-type: none"> Use strategies to solve unknown words. 	<ul style="list-style-type: none"> Use knowledge of when to double the final consonant when adding a common ending. Consolidate learning by using known parts to write words. Edit writing using knowledge of the double consonant generalization. 			
15			<ul style="list-style-type: none"> Recognize and use plurals that add -s and -es. 	<ul style="list-style-type: none"> Read words with inflectional endings (-s and -es). 	<ul style="list-style-type: none"> Write words with inflectional endings (-s and -es). Edit writing using knowledge of inflectional endings, words parts, and high-frequency words. 			
16			<ul style="list-style-type: none"> Form new words with common endings: Change a final Y to I before adding -es or -ed. 		<ul style="list-style-type: none"> Edit writing using knowledge of inflectional endings. 			<ul style="list-style-type: none"> Edit writing using knowledge of high-frequency words.
17		<ul style="list-style-type: none"> Recognize and use a word part (-tion). 	<ul style="list-style-type: none"> Recognize and use a word part (-tion). Recognize and use the ending -ly. 	<ul style="list-style-type: none"> Use known word parts to read words. 	<ul style="list-style-type: none"> Use known word parts to read words. 			<ul style="list-style-type: none"> New high-frequency words: question, slowly, suddenly, and probably. Develop and use strategies for acquiring a large bank of high-frequency words.
18				<ul style="list-style-type: none"> Use strategies to solve unknown words. 	<ul style="list-style-type: none"> Consolidate learning by using known parts to write words. 			<ul style="list-style-type: none"> Spell high-frequency words with automaticity.

Phonics Instruction in Grade 2 Unit 3, *Word Builders: Construction, Demolition, and Vowel Power*

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
1				<ul style="list-style-type: none"> Use known words and word parts to decode unknown words. 	<ul style="list-style-type: none"> Use known words and word parts to spell multisyllabic words. Use letter-sound relationships to spell an unknown word. 			<ul style="list-style-type: none"> New high-frequency words: themselves, maybe, and really.
2	<ul style="list-style-type: none"> Hear and count the syllables in a word. 				<ul style="list-style-type: none"> Use syllables to help spell a multisyllabic word part by part. Use letter-sound relationships to spell an unknown word. 			
3	<ul style="list-style-type: none"> Hear and count the syllables in a word. 				<ul style="list-style-type: none"> Use syllables to help spell a multisyllabic word part by part. Recognize that there is at least one vowel in every syllable to help spell multisyllabic words with more accuracy. 			<ul style="list-style-type: none"> New high-frequency words: favorite, together, and several.
4	<ul style="list-style-type: none"> Identify words that sound the same (rhyming words, words with same onset, rime, or word part). 			<ul style="list-style-type: none"> Use known words to help decode multisyllabic words in text. 	<ul style="list-style-type: none"> Use known words to spell unknown multisyllabic words. 			
5					<ul style="list-style-type: none"> Consult a reference or ask for help after all spelling strategies have been tried. Use a reference tool to correct and confirm some spellings. Use alphabetical order to locate words in a dictionary. 			

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
6					<ul style="list-style-type: none"> Apply all known spelling strategies to learn to spell words of personal significance. 			
7		<ul style="list-style-type: none"> Understand that the same vowel sound can be represented in different ways (long A, long O). Identify and use letter combinations that represent long vowel sounds. 			<ul style="list-style-type: none"> Attempt to spell a word in more than one way, selecting the spelling that "looks right." 	<ul style="list-style-type: none"> Develop an understanding of homophones. 		<ul style="list-style-type: none"> New high-frequency words: begin, before, and great.
8		<ul style="list-style-type: none"> Identify and use letters that represent the long vowel A sound (ai, a_e, ay, open syllable a). 			<ul style="list-style-type: none"> Use known words to spell unknown multisyllabic words. 			
9		<ul style="list-style-type: none"> Identify and use letters that represent the long vowel A sound (ai, a_e, ay, open syllable a). Identify and use common phonogram patterns with the long A sound (ain, ake, and ail). 			<ul style="list-style-type: none"> Study words with similar spellings to determine spelling generalizations. 			
10		<ul style="list-style-type: none"> Identify and use letters that represent the long vowel E sound (ee, ea, e_e, open syllable e, y). Understand that ie and ey are unusual ways to represent the long E sound. 			<ul style="list-style-type: none"> Study words with similar spellings to determine spelling generalizations. Use known words to spell unknown words. 			<ul style="list-style-type: none"> New high-frequency word: either.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
11		<ul style="list-style-type: none"> Identify and use letters that represent the long vowel I sound (i_e, igh, open syllable i, y). Identify and use some common phonogram patterns with the long I sound (ice, ide, ine, and ight). Understand that ie is an unusual way to represent the long I sound. 	<ul style="list-style-type: none"> Form new words with common endings: Change a final y to i before adding -es or -ed. 		<ul style="list-style-type: none"> Study words with similar spellings to determine spelling generalizations. Use common long vowel phonograms to spell unknown words (-ine, ight, -ide, -ail, -ain, -ake, -eed, and -eat). 			
12			<ul style="list-style-type: none"> Form new words with inflectional endings: Usually drop final E when adding endings that start with a vowel. 					<ul style="list-style-type: none"> New high-frequency words: excited and while.
13		<ul style="list-style-type: none"> Identify and use letters that represent the long O vowel sound (o_e, oa, open syllable o, ow). 			<ul style="list-style-type: none"> Study words with similar spellings to determine spelling generalizations. 			<ul style="list-style-type: none"> New high-frequency word: old.
14		<ul style="list-style-type: none"> Identify and use letters that represent the long U vowel sound (u_e, oo, ew, ue, open syllable u). Identify and use some common phonogram patterns with the long U sound (-oon, -use). Understand the ui is an unusual way to represent the long U sound. 			<ul style="list-style-type: none"> Study words with similar spellings to determine spelling generalizations. 			<ul style="list-style-type: none"> New high-frequency word: usually.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
15		<ul style="list-style-type: none"> Identify and use phonogram patterns with long vowel sounds in multisyllabic words. 		<ul style="list-style-type: none"> Use known word parts to decode an unknown word. 				<ul style="list-style-type: none"> New high-frequency words: again, against, and being.
16		<ul style="list-style-type: none"> Identify and use vowel teams in multisyllabic words. 		<ul style="list-style-type: none"> Use known word parts to decode an unknown word. Demonstrate flexibility when decoding words with vowel teams. 				<ul style="list-style-type: none"> New high-frequency word: ready.
17		<ul style="list-style-type: none"> Identify and use R-controlled vowels in multisyllabic words. Identify and use some common phonogram patterns with R-controlled vowels. Recognize that W can change the sound of some R-controlled vowels. 		<ul style="list-style-type: none"> Use known word parts to decode an unknown word. 				
18		<ul style="list-style-type: none"> Identify and use the word part -ture in multisyllabic words. Recognize that -er, -or, and -ar can all be used to represent the /ər/ sound in the last syllable of a word. 		<ul style="list-style-type: none"> Use known word parts to decode an unknown word. 	<ul style="list-style-type: none"> Use known word parts to spell unknown words. 			
19		<ul style="list-style-type: none"> Understand that all vowels can sometimes make the schwa sound /uh/ in words. 		<ul style="list-style-type: none"> Demonstrate flexibility with vowel sounds when decoding unknown words. 				<ul style="list-style-type: none"> Review high-frequency words to support automaticity. Edit writing using knowledge of high-frequency words.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
20				<ul style="list-style-type: none"> • Use a repertoire of strategies to decode multisyllabic words. 	<ul style="list-style-type: none"> • Use a repertoire of strategies to spell multisyllabic words. 			

Phonics Instruction in Grade 2 Unit 4, *Word Collectors*

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
1					<ul style="list-style-type: none"> • Use knowledge of word parts to spell. 	<ul style="list-style-type: none"> • Determine meaning of unknown words using context (in a conversation). • Use words acquired through conversation in different contexts. 		
2					<ul style="list-style-type: none"> • Use knowledge of word parts and syllables to spell. 	<ul style="list-style-type: none"> • Determine meaning of unknown words using context (in a text). • Generate synonyms and antonyms to understand word meanings. • Use words acquired through reading in different contexts. 		
3						<ul style="list-style-type: none"> • Use newly acquired words in different contexts. • Use words acquired through conversation and reading in different contexts. 		
4						<ul style="list-style-type: none"> • Sort words by function, by meaning, and by emotional charge. • Recognize words with multiple meanings (i.e., fly, fire, spat). • Choose precise vocabulary to describe, name, and show action in writing. 		

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
5						<ul style="list-style-type: none"> • Distinguish shades of meaning among closely related verbs and adjectives. • Recognize and use synonyms. • Choose precise vocabulary to describe, name, and show action in writing. 		
6						<ul style="list-style-type: none"> • Generate synonyms and antonyms to understand word meanings. • Demonstrate understanding of word relationships and nuances in word meanings. 		
7			<ul style="list-style-type: none"> • Understand that individual words can be combined to form compound words. 		<ul style="list-style-type: none"> • Use individual words to spell compound words. • Use a spelling routine to spell compound words. 	<ul style="list-style-type: none"> • Use knowledge of the meaning of individual words to predict the meaning of compound words (firestorm, snowman, baseball, workplace, superstar, and stuntwoman). • Deepen understanding of compound words using context in reading. 		<ul style="list-style-type: none"> • Use patterns and rhythm to remember the spelling of high-frequency words.
8			<ul style="list-style-type: none"> • Identify word parts that hold meaning. 	<ul style="list-style-type: none"> • Use individual words to decode compound words. 	<ul style="list-style-type: none"> • Use individual words to spell compound words. • Use a spelling routine to spell compound words. 	<ul style="list-style-type: none"> • Combine words to make new compound words based on meaning of individual words. 		<ul style="list-style-type: none"> • New high-frequency words: sometimes, everybody, and understand.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
9			<ul style="list-style-type: none"> Understand that individual words can be combined to form compound words. Identify word parts that hold meaning. 	<ul style="list-style-type: none"> Use individual words to decode compound words. 	<ul style="list-style-type: none"> Use individual words to spell compound words. Use a spelling routine to spell compound words. 	<ul style="list-style-type: none"> Use knowledge of the meaning of individual words to predict the meaning of compound words (raindrop, birthday, skateboard, sunlight, nighttime, and playground). Deepen understanding of compound words using context in reading. 		<ul style="list-style-type: none"> Review high-frequency word: because.
10			<ul style="list-style-type: none"> Understand that individual words can be combined to form compound words. Identify word parts that hold meaning. 	<ul style="list-style-type: none"> Use individual words to decode compound words. Distinguish between compound words and word parts (ie. panicking). 	<ul style="list-style-type: none"> Use individual words to spell compound words. Use a spelling routine to spell compound words. 	<ul style="list-style-type: none"> Combine words to make new compound words. Classify compound words from nonsense words using context. 		
11			<ul style="list-style-type: none"> Understand that individual words can be combined to form compound words. Identify word parts that hold meaning. 	<ul style="list-style-type: none"> Use individual words to decode compound words. 	<ul style="list-style-type: none"> Use individual words to spell compound words. Use a spelling routine to spell compound words. 	<ul style="list-style-type: none"> Use knowledge of the meaning of individual words to predict the meaning of compound words (somewhere, anyone, everything, nobody, outside). Deepen understanding of compound words using context in reading. Combine words to make new compound words. 		<ul style="list-style-type: none"> Review high-frequency words. Use high-frequency words to make compound words.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
12								<ul style="list-style-type: none"> • Use knowledge of individual base words to generate new compound words. • Use sentence-level context to determine the meaning of a word. • Determine the meaning of invented compound words by using meaning of individual words.
13			<ul style="list-style-type: none"> • Recognize prefixes as word parts that affect the meaning of base words. 	<ul style="list-style-type: none"> • Decode base words and prefixes. 				<ul style="list-style-type: none"> • Recognize prefixes are word parts that carry meaning (un-, non-). • Use the base word to determine the meaning of a word with a prefix. • Use sentence-level context to determine the meaning of words with a prefix. • Generate words with familiar base words and prefixes.

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
14			<ul style="list-style-type: none"> Recognize prefixes as word parts that affect the meaning of base words. 		<ul style="list-style-type: none"> Use prefix and base word parts to spell. 	<ul style="list-style-type: none"> Recognize prefixes are word parts that carry meaning (pre-, re-, in-). Use sentence-level context to determine the meaning of words with a prefix. Determine meaning of new words formed when a prefix is added. Distinguish between prefixes with similar meanings. 		
15			<ul style="list-style-type: none"> Recognize prefixes as word parts that affect the meaning of base words. 	<ul style="list-style-type: none"> Use word parts, including prefixes, to solve multisyllabic words in reading. 		<ul style="list-style-type: none"> Use sentence-level context to determine the meaning of words with a prefix. Determine meaning of unfamiliar base words using meaning of familiar prefixes. 		
16			<ul style="list-style-type: none"> Determine if a group of letters is functioning as a prefix. 			<ul style="list-style-type: none"> Recognize prefixes are word parts that carry meaning (im-, uni-, bi-, quad-, oct-). Use a base word to determine the meaning of a word with a prefix. Use sentence-level context to determine the meaning of words with a prefix. 		

Session	Phonological Awareness	Phonics	Word Structure	Word Solving: Decoding	Word Solving: Spelling	Vocabulary	Conventions	High-Frequency Words
17			<ul style="list-style-type: none"> Recognize suffixes as word parts that affect the meaning of base words. Form comparatives and superlatives by adding suffixes. Change verbs to nouns with the suffix -er. 		<ul style="list-style-type: none"> Apply previously learned spelling strategies for adding endings (suffixes): when to drop silent E, when to double the consonant, when to change Y to I. 	<ul style="list-style-type: none"> Recognize suffixes are word parts that carry meaning (-ing, -ly, -ed, -est). Use sentence-level context to determine the meaning of words with a suffix. 		
18			<ul style="list-style-type: none"> Form words that are related (word families) by attaching suffixes and prefixes to a base word. 			<ul style="list-style-type: none"> Recognize suffixes are word parts that carry meaning (-ful, -less). Use sentence-level context to determine the meaning of words with a suffix. 		<ul style="list-style-type: none"> New high-frequency words: beautiful and cousin.
19			<ul style="list-style-type: none"> Form words using prefixes and suffixes. 			<ul style="list-style-type: none"> Review meaning of previously-learned prefixes and suffixes. Use knowledge of prefixes and suffixes to aim for greater precision in writing. 		