

Summit Public Schools
Summit, New Jersey
Grade Level: K
Content Area: Phonics

Unit 1

This unit is designed to grow our students' Alphabet knowledge and to help them make friends with letters. This includes knowledge of the letter names, knowledge of the letter sounds, knowledge of letter formation, and the ability to access this knowledge automatically.

The lessons in this unit are designed to build students' alphabet knowledge, decoding and encoding skills. Each daily lesson in this *first unit* is quick and fast paced and totals *approximately* 40 minutes. As we move into unit 2 of phonics daily lessons will take approximately 30 minutes.

Daily Phonics Lesson

Warm-up (10 minutes)

Phonological Awareness

Visual, Auditory, and Blending Drills

Teach New Concept (10 minutes)

Articulation

Teach Letter Formation

Read and Spell

Active Engagement, Extended Practice, Share (20 minutes)

Word Work

Read Connected Text

Write Connected Text

Bend I: Get to know Letters

This bend launches a letter study that begins with a study of the phonics mascot, Mabel.

Letters introduced in this bend are: S, M, A, C, N, K, T, P.

Bend II: Learning to Own Letters

This section continues to introduce letters of the alphabet. The letters covered: O, G, D, I, F, B, H. Students are introduced to the snap words: *me, a, the*.

Bend III: Learning More Letters

This bend teaches the remaining letters of the alphabet. This bend will also introduce a few more high frequency words (snap words): *I, like, my*. It is recommended for irregular snap words to use the *heart word model*. The letters completed in this section include: E, R, L, W, J, U, Y, X, V, Z, Q.

Word Study Focus

A word study focus on ending -s both as a tense marker and plurals.

A word study introduction to contractions: can't and possessives: Pam's pan.

Resources for Daily Instruction**Teach New Concept**

Sound Cards for articulation gestures, Letter Formation, Read and Spell Model on lined whiteboard or create slides.

Word Work Resources

Most days students build word chains on whiteboards. Some lessons include picture sorts, phoneme-grapheme maps; these materials are included in the daily resource section.

Blending Drills (Lines)

Daily blending drills can be taught with blending lines projected on a whiteboard using slideshow. Blending lines start on day 5.

Materials

- Whiteboards, markers, erasers
- Magnet letters, chips, Elkonin Boxes (optional)
- Phonics journals to record and interact with in daily lessons (optional)

Flyleaf Decodables

Books 1-7 are used in this unit of study to reinforce letters and vowels and to help students to begin to decode simple CVC words and reinforce word study skills of inflectional ending -s both tense marker and plurals. Also, contraction (can't) possessives (Sam's cat). They also are included to build language comprehension and print concepts.

Resources

Flyleaf Press Emergent Reader Series
TCRWP Decodable Texts
UFLI Decodable Texts

Resources

Influenced by the University of Florida Literacy Initiative (UFLI)
Influenced by Flyleaf Press Foundational and Close Reading Guides
TCRWP Phonics UOS (2019) revised to align with SoR

Assessments

Acadience Reading Screener
Flyleaf Press Progress Monitoring
Flyleaf Press Formative Reading Inventories
Words Their Way Spelling Inventories
i-Ready Diagnostics

Unit 1**Making Friends with Letters****Big Ideas:** *Course Objectives/ Content Statement(s)*

- Study all the names to the letters of the alphabet
- Connect letters of the alphabet to their sounds
- Form of all the letters of the alphabet in writing
- Decode simple CVC words
- Encode simple CVC words
- Apply reading and writing to connected texts

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How can students learn the names of all the letters of the alphabet?
- How can students learn the sounds of all the letters of the alphabet?
- How can students learn to form the written letters of the alphabet?
- How can students read and write simple closed syllable words?

Enduring Understandings

What will students understand about the big ideas?

Students will learn that:

- The alphabet is made up of 26 letters
- The letters of the alphabet all have specific sounds
- Blending sounds helps them to read words
- Segmenting sounds helps them to write words

Areas of Focus: Proficiencies (New Jersey Student Learning Standards) Lessons

Students will:

Anchor Standard

Students will...

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and

specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Standards for Foundational Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
-

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
-

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
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Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Engage in storytelling via Reader's Theater experiences.
- Interactive writing: co-create charts outlining new habits and routines.
- Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics.

Technology Integration

- RazKids
- Use Screencastify to record student reading, partner feedback, and/or student goals
- <https://storylineonline.net/> for digital storybooks mentor reading examples
- www.getepic.com for digital storybooks

- www.brainpopjr.com for content-area integration

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 2 Word Scientists

The primary goals to this unit are to invite students to participate in an alphabet review and grow the ability to decode, and encode longer words. The unit begins with rallying kids to become word scientists. They will do what scientists do: look closely, notice, note, question, and practice. Students will learn to use tools like the alphabet charts to help reinforce letters sound-knowledge. This unit continues to follow a systematic and explicit approach to teaching phonics. It is influenced by UFLI. The lessons are quick and fast paced and designed to take *approximately* 30 minutes.

Warm Up (10 minutes)

Alphabet Recognition
Phoneme Awareness Activities
Visual, Auditory, Blending Drill

Teach Skill (5 minutes)

Read and Spell

Active Engagement (5 minutes)

Word Work: Word chains, grapheme-phoneme maps, word sorts

Extended Practice and Share (10 minutes)

Reading Connected Text

Writing Connected Text

Bend I: Studying the Alphabet chart

In this section we begin to review letters of the alphabet with the alphabet song and identify letters on the alphabet chart with and without pictures. The purpose of this is to build letter-sound fluency. The letters are reviewed by their articulatory features. In this section we will review letters with continuous, nasal, and stop sounds. Vowels A and O are reviewed. Remember that all vowels are continuous sounds.

Bend II: Using the Alphabet

In this section we move to various phonological warm-up and phonemic warm up activities. We continue reviewing groups of letters by their articulatory features. In this section we review more continuous sounds, liquids, glides, and special letters such as Q and X. Vowels I and E are reviewed.

Bend III: Studying Letters and Snap Words

The study of letters and snap words grows. The final short vowel sound U is reviewed and students continue to work on decoding and encoding CVC, CCVC, and CVCC words.

Word Study Features

Continues to reinforce inflectional ending -s (tense marker and plural), contraction (can't) possessives (Hal's Hats)

Materials and Resources

- Alphabet charts, phonogram cards, grapheme-phoneme maps, word sort cards, whiteboard, markers, erasers.
- Flyleaf Books 8-13 are used to reinforce decoding simple CVC words and extend decoding skills to read longer words.

Snap word cards, anchor charts, and word sorts

- Blending drills (lines)
- This unit was *influenced* by the University of Florida Literacy Initiative. Resources below are available to help support daily instruction. Note our lessons are designed to be implemented in one single thirty minute session.

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Unit 2

Word Scientists

Big Ideas: *Course Objectives/ Content Statement(s)*

- Review continuous stretch sounds, stop sounds, gliding sounds, and liquid sounds.
- Reinforce decoding simple closed syllable CVC words.
- Reinforced encoding simple closed syllable CVC words.
- Write simple sentences through dictation.
- Study the alphabet chart to recognize letters and sounds
- Use phonological awareness to read and write letters
- Develop knowledge of high frequency words

- Read and write connected texts

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do students build automaticity of letter-sound recognition?
- How do students use the alphabet chart to recognize letters and sounds?
- What are ways students can listen to sounds to help them read and write letters?
- Why is it important to develop knowledge of high frequency words?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- The alphabet charts has letters and key words that help with initial letter sounds
- The alphabet chart can help to read and write words.
- High frequency words are important to learn because these are words that frequently appear in books and in writing.
- Phonemic awareness skills such as blending and segmenting help with reading and writing words.
- Decodable texts help them to practice reading words with previously acquired skills.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

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Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of

each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency and sight words with automaticity.

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

Career-Ready Practices

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Interdisciplinary Connections

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Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 3 Word Part Power

This unit is designed to help students identify word parts with automaticity to improve decoding and encoding skills. Students will also learn consonant digraphs which is a combination of two consonant letters that represent a single consonant speech sound. The lessons in this unit are designed to strengthen students' familiarity with word parts and consonant digraphs.

The structure continues to follow a systematic and explicit sequence of instruction. The lessons are influenced by the UFLI Foundations. This unit helps students to recognize word families that have similar spelling patterns and most children find this process fun and enjoyable.

It is still important for students to blend and segment individual sounds in words so that students do not overgeneralize auditory rhyming as a strategy for reading. When students see words in context that they do not know, they must be taught to read the individual

phonemes and blend them together continuously. This unit also helps students to examine minimal pairs which helps students understand that changing just one sound changes the meaning of the word, as well as its pronunciation. This process helps students with decoding and encoding words.

Bend I: Reading and Writing Power

This section reinforces reading longer words with all short vowels. The part also introduces students to reading compound words. The bend adds new snap words: can, to, do, be, we, me.

Bend II: Word Part Power

In this section students will review word parts: -at, -an, -am, -ad -in, -it.

Bend III: More Word Part Power

In the last bend of the unit students learn word parts: -ap, -ot, -ip, -op, -ug. Students are introduced to consonant digraphs: SH, TH, CH, and reviews CK. Snap words continue to grow: got, went, was, she, he.

Word Study Focus

Continues to reinforce inflectional ending -s (tense marker and plural), contraction (can't) possessives (Mabel's Kit).

Introduces students to compound words: sunset, captnap.

The Structure of the Phonics Lesson

Warm-Up (10 minutes)

Phonological Awareness

Visual, Auditory, and Blending Drill

Teach (5 minutes)

Read and Spell

Active Engagement (5 minutes)

Word Work

Extended Practice and Share (10 minutes)

Read Connected Text

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Unit 3

Word Scientists

Big Ideas: *Course Objectives/ Content Statement(s)*

- Write words using all the sound they hear
- Combine different onsets and rimes to help them write
- Grow collection of high frequency words
- Introduce digraphs
- Read and write connected text.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How can readers and writers use sounds to help them read and write words?
- Why is blending different onset and rimes helpful in learning to write?
- What high frequency words can readers and writers use to help them with decoding and encoding fluency?
- How can combining digraphs help make more words to read and write?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Using pointer power can help them to read and write words
- Practicing skills with decodable texts helps them to grow reading skills
- Little words can be made into bigger words
- Words they know in a snap can help them to read and write
- Digraphs can be added to word parts to make even more words

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Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

Career-Ready Practices

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Differentiation**Interdisciplinary Connections**

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Physical activities	Number lines	Internet / Software support
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Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 4 Vowel Power

The unit introduces the kindergarten students to a new power, Vowel Power. This leads the class into a discovery that all words have a vowel. Students are introduced to several more high frequency words: am, did, how you, on, up, fun, get, day, play, say, for

Overview on Vowels

Vowels are sounds made by vibrating our vocal cords and letting air flow freely out of our mouths. All vowel sounds are voiced and there is no obstruction of air like in consonants. Consonants are “noise” and vowels are the “music” of language. Vowels are characterized by the location of the tongue in the mouth, the tenseness of the muscles and the shape of the lips. In this unit we focus on short vowels which are considered loose sounds and more relaxed giving them the name lax sounds.

Short vowel sounds vary only slightly. Young students need support noticing the differences among the short-vowel sounds. To support them in this work manipulatives such as Elkonin Boxes and Sound Maps will be used to help students isolate, blend, and segment sounds, helping them attend to the medial sounds in words.

At this point in the year most of the phonological warm-up will focus on isolating individual phonemes. The purpose of this is to help students with distinguishing the smallest unit of sound phonemes. Students will isolate, blend, segment, add, delete, and substitute phonemes. Students will learn to connect phonemes to graphemes with word building activities such as word chains, word lists, and dictation work.

Bend I: Vowels in Every Word

Bend one focuses on vowels A and I. In this bend, students will practice words with the short vowel A and the short vowel I. They will be exposed to a series of words that support them in isolating the medial sounds.

Bend II: Distinguishing Short Vowels

Bend two expands by studying words that contain the short vowels O, E and U. Again, students will be introduced to these sounds in isolation before integrated exposure with mixed vowels.

Bend III: Vowels in Bigger Words

In the final bend of this unit, students will be exposed to syllable types (open and closed) that will support them in decoding longer, multisyllabic words. We conclude the unit with teaching high utility endings -ING and -ED that will support students in both reading and spelling longer, more complex words.

The Structure of the Phonics Lesson

Warm Up (10 minutes)

Phoneme Awareness Activities
Visual, Auditory, Blending Drill

Teach Skill (5 minutes)

Read and Spell

Active Engagement (5 minutes)

Word Work: Word chains, grapheme-phoneme maps, word sorts

Extended Practice and Share (10 minutes)

Reading Connected Text
Writing Connected Text

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Acadience Reading Screener
Flyleaf Press Progress Monitoring
Flyleaf Press Formative Reading Inventories
Words Their Way Spelling Inventories
i-Ready Diagnostics

Unit 4
Vowel Power

Big Ideas: *Course Objectives/ Content Statement(s)*

- Recognize that vowels are in every word
- Distinguish short-vowel sounds
- Accumulate more sight word vocabulary
- Notice that bigger multisyllabic words have a vowel in every part
- Continue to grow decoding and encoding skills to read and write

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- Why is it important to recognize that vowels are in every word?
- What are ways to distinguish short-vowel sounds?

- Why is it important to accumulate more sight word vocabulary?
- Why do multisyllabic words have a vowel in every part?
- Why is it important to practice reading with decodable texts?
- How does dictation help students to read and spell?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- All words have a vowel
- Most CVC words have a short vowel sound pattern
- Accumulating snap words helps with reading and writing
- Bigger words can have more than one part and each part contains a vowel
- Practicing reading with decodable texts helps build decoding skills
- Writing dictated sentences helps to transfer phonics skills

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Students will:

Anchor Standard

Students will...

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Standards for Foundational Skills**Print Concepts**

RF.K.1. Demonstrate understanding of the organization and basic features of print.

A. Follow words from left to right, top to bottom, and page by page.

B. Recognize that spoken words are represented in written language by specific sequences of letters.

C. Understand that words are separated by spaces in print.

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

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A. Recognize and produce rhyming words.

B. Count, pronounce, blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency and sight words with automaticity.

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

Differentiation

Interdisciplinary Connections

- Engage in storytelling via Reader's Theater experiences.
- Interactive writing: co-create charts outlining new habits and routines.
- Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics.

Technology Integration

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Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

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Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
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Pictures	Tables	In a whole group
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Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 5

Playing with Phonics

This unit helps children read longer words. A big focus is on blends: S, R, L and digraphs ch, sh, and th.

Additionally, students will be introduced to the FLSZ rule: that F, L, S, and Z are doubled after a short vowel sound. The purpose of this is to help students tackle trickier words and move beyond decoding simple CVC words to decoding CCVC and CVCC words. Another aspect of this unit is to help students learn to break words into chunks through chopping syllables, segmenting and blending to support both reading and writing of longer words.

In this unit students will have the opportunity to synthesize all the work students have been doing this year in phonological awareness. Using what they know about onset and rime to add, and individual phonemes to delete and substitute sounds to make new words.

Bend 1: Playing with Sounds

The unit begins by inviting students to listen for consonant blends. We will specifically focus on S, R and L blends. Though these blends are not necessarily an individual phonics skill, being able to decode them quickly and accurately will support them in reading and writing longer, more complex words. The purpose of this work is to continue to develop phonological awareness and build the alphabetic principle.

Bend 2: Playing With Longer Words

Bend two, Writing Longer Words, students experiment with long strings of sounds to help with the spelling of words. During bend two students will progress from spelling words letter-by-letter to looking for word parts. This bend will also focus on reviewing digraphs and blends, as well as adding to our sight word vocabulary.

Bend 3: Playing with Onset-Rime

Bend three, Playing with Phonics, children take a closer look at poetry to develop their sound knowledge: word parts, phonograms, blends, and digraphs. Students will read some fun stories that allow them to apply the phonics skills they've been reviewing in this bend.

Bend 4: Playing with vowel sounds

Bend four has students focusing on long I and long U, as created by the magic E phonics pattern. They will read and write words with short and long vowel sounds.

Snap Words in Unit 5

Snap words covered in this unit are: come, are, love, too, all, ball, had, will, go, so, no, by, my, has, as, her, him

The Structure of the Phonics Lesson**Warm-Up (10 minutes)**

Phonological Awareness

Visual, Auditory, and Blending Drill

Teach (5 minutes)

Read and Spell

Active Engagement (5 minutes)

Word Work: Word chains, grapheme-phoneme maps and word sorts

Extended Practice and Share (10 minutes)

Read Connected Text

Write Connected Text

Resources

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Unit 5

Playing with Phonics

Big Ideas: *Course Objectives/ Content Statement(s)*

- Develop deeper phonological awareness
- Study consonant blends and digraphs to read and write
- Building awareness of phonograms to read, write, and spell
- Use snap words to form new words

- Compare and contrast long and short vowel sounds
- Develop stronger ability to decode connected text

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What are ways to develop phonological awareness?
- How do blends and digraphs help us to read and write words?
- Why does building an awareness of phonograms help us to read, spell and write?
- How does using snap words help to spell new words?
- How can comparing and contrasting long and short vowel sounds help with reading fluency?
- How can practicing phonics skills with decodable-controlled text help us read?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Capturing all the sounds you hear helps to read and write words fluently
- Specific consonant blends go together at the beginning of words
- Building a storehouse of phonograms supports reading and writing
- Using snap words can lead to writing new words
- Vowels can have more than one sound
- Reading with controlled text transfers decoding skills

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Phonics and Word Recognition

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 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
-

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

- A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.
-

Career-Ready Practices

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Differentiation

Interdisciplinary Connections

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Intervention Strategies		
Accommodations	Interventions	Modifications
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Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 6 Kindergarten Consolidation

This final unit is built to provide our kindergarten students with a complete review of all the skills taught in kindergarten. Each lesson will continue to follow the explicit and systematic process of: phonemic awareness warm-up, review of previous

skills through isolated word reading or sentence reading, explicit teaching of a specific concept, active engagement and extended practice that allows students to read, spell, and write, and close the lesson with a reminder of the learning with a share. Each phonics lesson is followed up with reading connected text.

Bend 1: Short Vowel Review

The class will spend seven days with a comprehensive review of short vowels. Blending words with short vowels is the main focus of kindergarten, by providing a review more students will have a chance to consolidate their learning. Students will blend and segment both individual words, read sentences and participate in shared readings of connected text as a whole class and with partners.

Flyleaf Decodables Suggested for Bend 1

Sunset Pond (Short Vowel Consolidation)

Jen's Best Gift Ever (Short Vowel Consolidation)

Bend 2: Revisit Digraphs

This bend will give students the opportunity to read words with digraphs that were taught across the year. The first digraph skill was -ck. Teaching children early on the ending digraph sound of /k/. Later in the year students explored the digraphs sh, ch, th. This is a chance to reteach this skill to the whole class. In the last unit and during structured writing our students were taught more ending digraphs -ng and -nk, -ll, and the beginning digraph wh. The repeated practice of digraphs will provide an opportunity for consolidation of digraphs.

Flyleaf Decodables Suggested for Bend 2

Stink Bugs (NK)

Winter, Spring, Summer, Fall (FLS Rule)

Bend 3: Long Vowels VCe

Throughout the whole year we have reinforced to students that vowels can be tricky because they have more than one sound. We explore this in Making Friends with Letters while learning names of our classmates. Later in the year we introduced long and short vowel A in the vowel power unit. Finally, in the Playing with Phonics Unit we introduced long and short vowel sounds with other vowels. This bend will allow children supported and guided practice with long vowel sounds which will prepare them for the demands of first grade

Decodable Suggested for Bend 3

UFLI Foundations Toolbox Decodables (Long Vowels with Silent E)

Bend 4: Word Endings

The final skills associated with our Flyleaf skill progression are word endings. This final bend will give the whole class a chance to read isolated words and sentences with word endings: -s, -es, -ed, -er, -ing, y, le. It will also provide them opportunity to practice in connected texts that gives students lots of practice with word endings.

Flyleaf Decodables Suggested for Bend 4

I Sang a Song of Spring (-ing)

Grandma Dot (-er)

Am I Lucky (Y as Long E)

Daily Phonics Lesson**Warm-Up (10 minutes)**

Phonological Awareness

Visual, Auditory, and Blending Drill

Teach (5 minutes)

Read and Spell

Active Engagement (5 minutes)

Word Work

Extended Practice and Share (10 minutes)

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Unit 6 Kindergarten Consolidation	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> ● Compare and contrast vowel sounds to be flexible readers and writers ● Activate word part power to read and write ● Develop deeper awareness of blends and digraphs ● Build a larger bank of snap words ● Begin to read and write connected text with fluency	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	
● Why is it important to develop vowel flexibility? ● Why does building an awareness of word parts (phonograms) help us to read, spell and write new words? ● Why is knowledge of blends and digraphs important for reading and writing fluency? ● How does building and using snap words help to spell new words?	
Enduring Understandings <i>What will students understand about the big ideas?</i>	
Students will understand that... ● Vowels can have more than one sound ● Building a storehouse of phonograms supports reading and writing ● Specific consonant blends go together at the beginning of words to help make new words ● Using snap words can lead to writing new words ● Practicing reading and writing connected text builds fluency	
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