

Kirkwood School District

Phonemic Awareness and Phonics Curriculum

Course: Kindergarten Phonemic Awareness and Phonics

Course Description: In this course, students learn oral language, phonological (relating to the relationships among speech sounds that constitute the fundamental components of language) and phonemic (ability to identify and manipulate individual sounds/phonemes in spoken words) foundational skills in addition to letter recognition and printing before beginning reading and spelling instruction.

Grade Level: Kindergarten

Essential Questions:

- *How do readers create meaning from informational and literary texts?*
- *How does a student become a skilled reader?*
- *How do phonemic awareness and phonics impact learning to read?*
- *How do sound and letter relationships help a student learn to write?*

Student Learning Objectives:

- Students will identify all upper-and lower-case letters
- Students will recognize sounds in spoken words
- Students will produce and write letter(s) for most short vowel and consonant sounds
- Students will read, with support, appropriate texts with purpose and understanding

Curricular Scope & Sequence:

- **Lessons 1-5:** Alphabet Recognition
- **Lessons 6-15:** Phonemic Awareness Practice (*omit in conjunction with Heggerty*)

- **Lessons 16-30:** Rhyme, Blending, Segmenting, Sounds
- **Lessons 31-65:** Teach Upper Case Letters
- **Lessons 66-85:** Teach Lower Case Letters
- **Lessons 86-95:** Review Letters
- **Lessons 96-130:** Teach and Review Sounds
- **Lessons 131-180:** Teach Consonant-Vowel-Consonant (CVC) and Sight Words

Kindergarten Unit 1 Lessons 1-15	Alphabet Recognition & Phonemic Awareness
Unit 1 Priority Standards	● Identifying upper- and lower-case letters ● Demonstrating that books are read left to right, top to bottom ● Demonstrating one-to-one correspondence between spoken words and written words
Unit 1 Student Expectations	Students will sequence the letters of the alphabet. Students will demonstrate that books are read left to right. Students will demonstrate that books are read top to bottom. Students will demonstrate that written words are made up of different letters. Students will identify a sentence. Students will demonstrate one-to-one correspondence between spoken and written words.
Unit 1 Assessments	● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

Kindergarten Unit 2 Lessons 16-30	Rhyming, Blending, & Segmenting
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Unit 2 Priority Standards	● Identifying sounds in spoken words ● Produce rhymes in response to spoken words ● Distinguishing orally presented rhyming pairs of words from non-rhyming pairs
Unit 2 Student Expectations	Students will develop phonemic awareness in the reading process by identifying sounds in words. Students will develop phonemic awareness in the reading process by segmenting words. Students will have a clear understanding of phonemic awareness of sounds, blends, and two connecting letters. Students will develop phonemic awareness by understanding sound patterns and syllables. Students will develop phonemic awareness by calling and responding to rhyming words.
Unit 2 Assessments	● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

Kindergarten Unit 3 Lessons 31-65	Upper Case Letters & Phonemic Awareness Review
Unit 3 Priority Standards	● Blending spoken onsets and rimes to form simple words ● Blending spoken phonemes to form one-syllable words ● Isolating the initial, medial, and final sounds in spoken words ● Segmenting spoken words into two or three phonemes
Unit 3 Student Expectations	Students will develop phonemic awareness by recognizing and reciting onset or initial sounds of words. Students will develop phonemic awareness in the reading process by recognizing and reciting onsets. Students will develop phonemic awareness by blending onsets and rimes to create simple words. Students will demonstrate understanding of blending phonemes to form and recite one-syllable words. Students will develop phonemic awareness by isolating initial, medial, and final sounds in spoken words. Students will develop phonemic awareness by segmenting words into two or three phonemes.
Unit 3 Assessments	● Mastery Checks ● Teacher Observation

	• Student Conferencing • FastBridge Benchmarks
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Kindergarten Unit 4 Lessons 66-95	Lower Case Letters & Phonics Review
Unit 4 Priority Standards	• Blending letter sounds to decode simple words • Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words
Unit 4 Student Expectations	Students will develop phonemic awareness in the reading process by identifying sounds in words. Students will develop phonemic awareness in the reading process by segmenting words. Students will have a clear understanding of phonemic awareness of sounds, blends, and two connecting letters. Students will develop phonemic awareness by understanding sound patterns and syllables. Students will develop phonemic awareness by calling and responding to rhyming words. Students will develop phonemic awareness by recognizing and reciting onset or initial sounds of words.
Unit 4 Assessments	• Mastery Checks • Teacher Observation • Student Conferencing • FastBridge Benchmarks

Kindergarten Unit 5 Lessons 96-180	Sounds & Sight Words
Unit 5 Priority	• Producing and writing letter(s) for most short vowel and consonant sounds • Reading sight words

Standards	● Blending letter sounds to decode simple words ● Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words
Unit 5 Student Expectations	Students will develop phonics by producing and writing letters with the correct short vowel and consonant sounds. Students will develop phonics in the reading process by recognizing and reading sight words. Students will develop phonemic awareness by blending letters and sounds to decode simple words. Students will develop phonics by recognizing the change in the onset, medial sound, and rime of a given word. Students will develop phonics by recognizing or reciting words that have a different onset or rime. Students will develop phonics by recognizing or writing words and simple messages using letter-sound knowledge.
Unit 5 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

Course: First Grade Phonemic Awareness and Phonics

Course Description: In this course, students build on the language and literacy foundational skills established in Kindergarten. The course is structured, systematic, morphophonemic (relating to sounds that belong to the same letters or groups of letters and the relationships among them as well as the conditions that determine when the same letter/s produce different sounds), multisensory, and scaffolded to include a written spelling component.

Grade Level: Grade 1

Essential Questions:

- *How do readers create meaning from informational and literary texts?*
- *How does a student become a skilled reader?*
- *How do phonemic awareness and phonics impact learning to read?*

- *How do sound and letter relationships help a student learn to write?*

Student Learning Objectives:

- Students will recognize that sentences are comprised of words separated by spaces
- Students will produce and identify sounds and syllables in spoken words
- Students will decode words in context by using letter-sound knowledge
- Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary

Curricular Scope & Sequence:

- **Lessons 1-10:** Consonants
- **Lessons 11-25:** Short Vowels
- **Lessons 26-75:** Sight Words and Sound Review
- **Lessons 76-105:** Beginning Blends
- **Lessons 106-140:** Long Vowel and Sight Words
- **Lessons 141-155:** Vowel-Consonant-e and Review Sight Words
- **Lessons 156-165:** End Blends
- **Lessons 166-180:** Compound Words and Sight Words

First Grade Unit 1 Lessons 1-25	Consonants & Short Vowels
Unit 1 Priority Standards	• Identifying upper- and lower-case letters • Demonstrating that books are read left to right, top to bottom • Demonstrating one-to-one correspondence between spoken words and written words
Unit 1 Student Expectations	Students will sequence the letters of the alphabet. Students will demonstrate that books are read left to right. Students will demonstrate that books are read top to bottom.

	Students will demonstrate that written words are made up of different letters. Students will identify a sentence. Students will demonstrate one-to-one correspondence between spoken and written words.
Unit 1 Assessments	• Teacher Observation • Student Conferencing • FastBridge Benchmarks

First Grade Unit 2 Lessons 26-105	Sight Words & Beginning Blends
Unit 2 Priority Standards	• Identifying sounds in spoken words • Produce rhymes in response to spoken words • Distinguishing orally presented rhyming pairs of words from non-rhyming pairs
Unit 2 Student Expectations	Students will develop phonemic awareness in the reading process by identifying sounds in words. Students will develop phonemic awareness in the reading process by segmenting words. Students will have a clear understanding of phonemic awareness of sounds, blends, and two connecting letters. Students will develop phonemic awareness by understanding sound patterns and syllables. Students will develop phonemic awareness by calling and responding to rhyming words.
Unit 2 Assessments	• Teacher Observation • Student Conferencing • FastBridge Benchmarks

First Grade Unit 3 Lessons	Long Vowels & Sight Word Review
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106-155	
Unit 3 Priority Standards	● Blending spoken onsets and rimes to form simple words ● Blending spoken phonemes to form one-syllable words ● Isolating the initial, medial, and final sounds in spoken words ● Segmenting spoken words into two or three phonemes
Unit 3 Student Expectations	Students will develop phonemic awareness by recognizing and reciting onset or initial sounds of words. Students will develop phonemic awareness in the reading process by recognizing and reciting onsets. Students will develop phonemic awareness by blending onsets and rimes to create simple words. Students will demonstrate understanding of blending phonemes to form and recite one-syllable words. Students will develop phonemic awareness by isolating initial, medial, and final sounds in spoken words. Students will develop phonemic awareness by segmenting words into two or three phonemes.
Unit 3 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

First Grade Unit 4 Lessons 156-180	End Blends & Compound Words
Unit 4 Priority Standards	● Blending letter sounds to decode simple words ● Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words
Unit 4 Student Expectations	Students will develop phonemic awareness in the reading process by identifying sounds in words. Students will develop phonemic awareness in the reading process by segmenting words. Students will have a clear understanding of phonemic awareness of sounds, blends, and two connecting letters. Students will develop phonemic awareness by understanding sound patterns and syllables.

	Students will develop phonemic awareness by calling and responding to rhyming words. Students will develop phonemic awareness by recognizing and reciting onset or initial sounds of words.
Unit 4 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

Course: Second Grade Phonemic Awareness and Phonics

Course Description: In this course, students build on the language and literacy foundational skills established in Kindergarten and First Grade. The course is structured, systematic, phonic-based (matching the sounds of spoken English with individual letters or groups of letters), multisensory, and scaffolded to include a written spelling component.

Grade Level: Grade 2

Essential Questions:

- *How do readers create meaning from informational and literary texts?*
- *How does a student become a skilled reader?*
- *How do phonemic awareness and phonics impact learning to read?*
- *How do sound and letter relationships help a student learn to write?*

Student Learning Objectives:

- Students will understand that sentences are organized into paragraphs to convey meaning
- Students will decode multisyllabic words in context by applying common letter-sound correspondences
- Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary

Curricular Scope & Sequence:

- **Lessons 1-25:** Short Vowels, Sight Words, and Contractions

- **Lessons 26-75:** Blends, Sight Words, and Contractions
- **Lessons 76-80:** Compound Words, Sight Words and Contractions
- **Lessons 81-110:** Suffixes, Sight Words, and Contractions
- **Lessons 111-130:** Soft Sounds and Sight Words
- **Lessons 131-150:** Open (*ends with a vowel sound that is spelled with a single vowel letter*), Closed (*only one vowel and that vowel is followed by a consonant*), Silent E Syllables and Syllable Division Patterns
- **Lessons 151-165:** Prefixes and Sight Words
- **Lessons 166-180:** Review Suffixes and Syllable Division

Second Grade Unit 1 Lessons 1-75	Short Vowels, Blends, and Contractions
Unit 1 Priority Standards	● Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
Unit 1 Student Expectations	Students will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including single letters in text. Students will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including consonant blends in text. Students will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including consonant and vowel digraphs in text. Students will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including vowel diphthongs in text. Students will develop phonics in the reading process by distinguishing long and short vowels when reading regularly spelled one-syllable words in text. Students will develop phonics in the reading process by using contractions in text.
Unit 1 Assessments	● Mastery Checks ● Teacher Observation

	• Student Conferencing • FastBridge Benchmarks
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Second Grade Unit 2 Lessons 76-110	Compound Words, Suffixes, and Sight Words
Unit 2 Priority Standards	• Decoding regularly spelled two-syllable words
Unit 2 Student Expectations	Students will develop phonics in the reading process by decoding regularly spelled two-syllable words with long vowels in text. Students will develop phonics in the reading process by decoding words with vowel diphthongs in text. Students will develop phonics in the reading process by decoding words with vowel digraphs in text. Students will develop phonics in the reading process by reading words with common prefixes and suffixes in text.
Unit 2 Assessments	• Mastery Checks • Teacher Observation • Student Conferencing • FastBridge Benchmarks

Second Grade Unit 3 Lessons 111-150	Soft Sounds and Syllable Patterns
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Unit 3 Priority Standards	● Using common syllable patterns to decode words including r-controlled vowels
Unit 3 Student Expectations	Students will develop phonics in the reading process by using common syllable patterns to decode words including r-controlled vowels in text. Students will develop phonics in the reading process by decoding regularly spelled two-syllable words with long vowels in text.
Unit 3 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

Second Grade Unit 4 Lessons 151-180	Affixes, Syllable Division, and Sight Words
Unit 4 Priority Standards	● Reading irregularly spelled sight words
Unit 4 Student Expectations	Students will read irregularly spelled sight words in text. Students will demonstrate decoding skills when reading new words in a text. Students will read appropriate texts with fluency with a purpose in mind. Students will read appropriate texts with fluency with comprehension in mind. Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Unit 4 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing

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| | <ul style="list-style-type: none">● FastBridge Benchmarks |
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Course: Third Grade Phonics and Word Study

Course Description: In this course, students build on the language and literacy foundational skills established in the primary grades. The course is structured, systematic, phonic-based (matching the sounds of spoken English with individual letters or groups of letters), multisensory, and scaffolded to include a written spelling component.

Grade Level: Grade 3

Essential Questions:

- *How do readers create meaning from informational and literary texts?*
- *How does a student become a skilled reader?*
- *How do phonemic awareness and phonics impact learning to read?*
- *How do sound and letter relationships help a student learn to write?*

Student Learning Objectives:

- Students will decode multisyllabic words in context and independent of context by applying common spelling patterns
- Students will use the meaning of common prefixes and suffixes
- Students will understand the meaning of homophones

Curricular Scope & Sequence:

- **Lessons 1-15:** Short Vowels, Blends, and Sight Word Review
- **Lessons 16-25:** Compound Words, Suffixes, and Sight Words
- **Lessons 26-70:** Syllable Types and Sight Words
- **Lessons 71-80:** Prefixes, Syllable Division, and Sight Words
- **Lessons 81-100:** Suffixes, Syllable Division, and Sight Words
- **Lessons 101-110:** Contractions, Doubling Rules, and Sight Words

- **Lessons 111-125:** Prefixes, Contractions, and Syllable Division
- **Lessons 126-170:** Contractions, Suffixes, and Sight Words
- **Lessons 171-180:** Doubling Rule and e Rule Review

Third Grade Unit 1 Lessons 1-25	Short Vowels, Blends, and Compound Words
Unit 1 Priority Standards	● Decoding multisyllabic words in context and independent of context by applying common spelling patterns ● Reading irregularly spelled sight words
Unit 1 Student Expectations	Students will decode multisyllabic words in context by applying common spelling patterns. Students will decode multisyllabic words independent of context by applying common spelling patterns. Students will read irregularly spelled sight words. Students will use common prefixes and suffixes to decode words. Students will decode known words by spelling patterns. Students will decode unknown words by spelling patterns.
Unit 1 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

Third Grade Unit 2 Lessons 26-70	Syllable Types and Sight Words
Unit 2 Priority	● Decoding multisyllabic words in context and independent of context by applying common spelling patterns ● Reading irregularly spelled sight words

Standards	
Unit 2 Student Expectations	Students will decode multisyllabic words in context by applying common spelling patterns. Students will decode multisyllabic words independent of context by applying common spelling patterns. Students will read irregularly spelled sight words. Students will use common prefixes and suffixes to decode words. Students will decode known words by spelling patterns. Students will decode unknown words by spelling patterns.
Unit 2 Assessments	• Mastery Checks • Teacher Observation • Student Conferencing • FastBridge Benchmarks

Third Grade Unit 3 Lessons 71-110	Affixes, Syllable Division, and Doubling Rules
Unit 3 Priority Standards	• Decoding multisyllabic words in context and independent of context by applying common spelling patterns • Reading irregularly spelled sight words
Unit 3 Student Expectations	Students will decode multisyllabic words in context by applying common spelling patterns. Students will decode multisyllabic words independent of context by applying common spelling patterns. Students will read irregularly spelled sight words. Students will decode words that have a double final consonant when adding an ending. Students will use common prefixes and suffixes to decode words. Students will decode known words by spelling patterns. Students will decode unknown words by spelling patterns.
Unit 3	• Mastery Checks

Assessments	• Teacher Observation • Student Conferencing • FastBridge Benchmarks
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Third Grade Unit 4 Lessons 111-180	Contractions, Sight Words, and e Rule Review
Unit 4 Priority Standards	• Decoding multisyllabic words in context and independent of context by applying common spelling patterns • Reading irregularly spelled sight words
Unit 4 Student Expectations	Students will decode multisyllabic words in context by applying common spelling patterns. Students will decode multisyllabic words independent of context by applying common spelling patterns. Students will read irregularly spelled sight words. Students will decode words that have a double final consonant when adding an ending. Students will use common prefixes and suffixes to decode words. Students will decode known words by spelling patterns. Students will decode unknown words by spelling patterns.
Unit 4 Assessments	• Mastery Checks • Teacher Observation • Student Conferencing • FastBridge Benchmarks

Course: Fourth Grade Phonics and Word Study

Course Description: In this course, students build on the language and literacy foundational skills established in the previous grades. The course is structured, systematic, cumulative, and provides consistent multisensory reinforcement while scaffolding to include a written spelling component.

Grade Level: Grade 4

Essential Questions:

- *How do readers create meaning from informational and literary texts?*
- *How does a student become a skilled reader?*
- *How do phonemic awareness and phonics impact learning to read?*
- *How do sound and letter relationships help a student learn to write?*

Student Learning Objectives:

- Students will decode words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context
- Students will read root words, prefixes, and suffixes as well as important words from specific content curricula

Curricular Scope & Sequence:

- **Lessons 1-15:** Syllable Types, Division Patterns, and Suffixes
- **Lessons 16-25:** Long and Short E
- **Lessons 26-45:** Suffixes and Sight Words
- **Lessons 46-125:** Roots, Syllable Division, and Sight Words
- **Lessons 126-145:** Prefixes and Sight Words
- **Lessons 146-180:** Suffixes, and Sight Words

Fourth Grade Unit 1 Lessons 1-25	Syllable Types, Suffixes, and e Rule Review
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Unit 1 Priority Standards	- Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context - Reading root words, affixes and important words from specific content curricula
Unit 1 Student Expectations	Students will decode words using letter-sound correspondences to read unfamiliar multisyllabic words in context. Students will decode words using syllabication patterns to read unfamiliar multisyllabic words in context. Students will decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. Students will read root words, prefixes, and/or suffixes from specific content curricula text. Students will read important words from specific content curricula text.
Unit 1 Assessments	- Mastery Checks - Teacher Observation - Student Conferencing - FastBridge Benchmarks

Fourth Grade Unit 2 Lessons 26-45	Suffixes and Sight Words
Unit 2 Priority Standards	- Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context - Reading root words, affixes and important words from specific content curricula
Unit 2 Student Expectations	Students will decode words using letter-sound correspondences to read unfamiliar multisyllabic words in context. Students will decode words using syllabication patterns to read unfamiliar multisyllabic words in context. Students will decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. Students will read root words, prefixes, and/or suffixes from specific content curricula text. Students will read important words from specific content curricula text.
Unit 2 Assessments	- Mastery Checks - Teacher Observation - Student Conferencing

	● FastBridge Benchmarks
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Fourth Grade Unit 3 Lessons 46-125	Roots and Syllables
Unit 3 Priority Standards	● Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context ● Reading root words, affixes and important words from specific content curricula
Unit 3 Student Expectations	Students will decode words using letter-sound correspondences to read unfamiliar multisyllabic words in context. Students will decode words using syllabication patterns to read unfamiliar multisyllabic words in context. Students will decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. Students will read root words, prefixes, and/or suffixes from specific content curricula text. Students will read important words from specific content curricula text.
Unit 3 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

Fourth Grade Unit 4 Lessons 126-145	Prefixes and Sight Words
Unit 4 Priority Standards	● Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context ● Reading root words, affixes and important words from specific content curricula

Unit 4 Student Expectations	Students will decode words using letter-sound correspondences to read unfamiliar multisyllabic words in context. Students will decode words using syllabication patterns to read unfamiliar multisyllabic words in context. Students will decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. Students will read root words, prefixes, and/or suffixes from specific content curricula text. Students will read important words from specific content curricula text.
Unit 4 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

Fourth Grade Unit 5 Lessons 146-180	Suffixes and Sight Words
Unit 5 Priority Standards	● Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context ● Reading root words, affixes and important words from specific content curricula
Unit 5 Student Expectations	Students will decode words using letter-sound correspondences to read unfamiliar multisyllabic words in context. Students will decode words using syllabication patterns to read unfamiliar multisyllabic words in context. Students will decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. Students will read root words, prefixes, and/or suffixes from specific content curricula text. Students will read important words from specific content curricula text.
Unit 5 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

Course: Fifth Grade Phonics and Word Study

Course Description: In this course, students build on the language and literacy foundational skills established in the previous grades. The course is structured, systematic, cumulative, and provides consistent multisensory reinforcement while scaffolding to include a written spelling component.

Grade Level: Grade 5

Essential Questions:

- *How do readers create meaning from informational and literary texts?*
- *How does a student become a skilled reader?*
- *How do phonemic awareness and phonics impact learning to read?*
- *How do sound and letter relationships help a student learn to write?*

Student Learning Objectives:

- Students will decode words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context
- Students will read root words, prefixes, suffixes, and important words from all specific content curricula

Curricular Scope & Sequence:

- **Lessons 1-5:** [Schwa Sound](#) and Syllabic Consonants*
- **Lessons 6-10:** Suffixes, [Scribal o](#), Doubling Rule, and Y Rule
- **Lessons 11-20:** Sounds, Accent Patterns, and Suffixes
- **Lessons 21-100:** Roots and Prefixes
- **Lessons 101-165:** Roots and Suffixes
- **Lessons 166-170:** Roots and Prefixes Review
- **Lessons 171-180:** Roots and Suffixes review

** Consonant that forms a syllable on its own (m, n and l in the English words rhythm, button and bottle), or is the nucleus of a syllable (r sound in the American pronunciation of work)*

Fifth Grade Unit 1 Lessons 1-20	Syllables, Suffixes, and Spelling Patterns
Unit 1 Priority Standards	• Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context • Reading root words, affixes and important words from specific content curricula
Unit 1 Student Expectations	Students will decode words using letter-sound correspondences to read unfamiliar multisyllabic words in context. Students will decode words using syllabication patterns to read unfamiliar multisyllabic words in context. Students will decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. Students will read root words, prefixes, and/or suffixes from specific content curricula text. Students will read important words from specific content curricula text. Students will use context to confirm word recognition and understanding. Students will use context to self-correct word recognition and understanding. Students will reread as necessary, resulting in fluency, reading for purpose, and comprehension in text.
Unit 1 Assessments	• Mastery Checks • Teacher Observation • Student Conferencing • FastBridge Benchmarks

Fifth Grade Unit 2 Lessons 21-100	Roots and Prefixes
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Unit 2 Priority Standards	- Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context - Reading root words, affixes and important words from specific content curricula
Unit 2 Student Expectations	Students will decode words using letter-sound correspondences to read unfamiliar multisyllabic words in context. Students will decode words using syllabication patterns to read unfamiliar multisyllabic words in context. Students will decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. Students will read root words, prefixes, and/or suffixes from specific content curricula text. Students will read important words from specific content curricula text. Students will use context to confirm word recognition and understanding. Students will use context to self-correct word recognition and understanding. Students will reread as necessary, resulting in fluency, reading for purpose, and comprehension in text.
Unit 2 Assessments	- Mastery Checks - Teacher Observation - Student Conferencing - FastBridge Benchmarks

Fifth Grade Unit 3 Lessons 101-165	Roots and Suffixes
Unit 3 Priority Standards	- Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context - Reading root words, affixes and important words from specific content curricula
Unit 3 Student Expectations	Students will decode words using letter-sound correspondences to read unfamiliar multisyllabic words in context. Students will decode words using syllabication patterns to read unfamiliar multisyllabic words in context. Students will decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. Students will read root words, prefixes, and/or suffixes from specific content curricula text. Students will read important words from specific content curricula text.

	Students will use context to confirm word recognition and understanding. Students will use context to self-correct word recognition and understanding. Students will reread as necessary, resulting in fluency, reading for purpose, and comprehension in text.
Unit 3 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks

Fifth Grade Unit 4 Lessons 166-180	Roots and Affixes Review
Unit 4 Priority Standards	● Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context ● Reading root words, affixes and important words from specific content curricula
Unit 4 Student Expectations	Students will decode words using letter-sound correspondences to read unfamiliar multisyllabic words in context. Students will decode words using syllabication patterns to read unfamiliar multisyllabic words in context. Students will decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. Students will read root words, prefixes, and/or suffixes from specific content curricula text. Students will read important words from specific content curricula text. Students will use context to confirm word recognition and understanding. Students will use context to self-correct word recognition and understanding. Students will reread as necessary, resulting in fluency, reading for purpose, and comprehension in text.
Unit 4 Assessments	● Mastery Checks ● Teacher Observation ● Student Conferencing ● FastBridge Benchmarks