

# Reading and Phonics Units of Study Foundational Skills Scope & Sequence Grade 1

Unit 1		Foundational Skills Text Alignment with Unit 1		
Reading Unit: <i>Building Good Reading Habits</i>  Phonics Unit: <i>Talking and Thinking about Letters</i>		Unit Readers: Decodable texts <i>*see content of each book below</i>  Jump Rope Reader Decodable Texts: Grape Series, Set B <i>*see Scope &amp; Sequence below</i>		
Strands	Phonological/Phonemic Awareness Strand	Phonics & Decoding Strand	Fluency Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> <li>• Word awareness (R)</li> <li>• Rhyme production (R, P)</li> <li>• Segment Syllables (R)</li> <li>• Segment and blend onset and rime (P)</li> <li>• Isolate &amp; manipulate initial sounds (R, P)</li> <li>• Isolate medial short vowel sounds (R, P)</li> <li>• Segment &amp; blend phonemes in words (P)</li> <li>• Segment &amp; blend CVC words (R)</li> <li>• Isolate and manipulate phonemes in words with digraphs (R)</li> <li>• Hear and record sounds in CVC and CCVC words to emphasize reading-writing connections (R)</li> </ul>	<ul style="list-style-type: none"> <li>• Review letter-sound identification (P)</li> <li>• Review blends: <i>sc, sk, sm, sn, sp, st, sw, br, cr, dr, fr, gr, tr, bl, cl, fl, gl, pl, sl</i> (P)</li> <li>• Review digraphs: <i>sh, ch, th, ph, wh</i> (P)</li> <li>• Decode CVC, CCVC, &amp; CVCC words with blends in isolation and in connected text ®</li> <li>• Use meaning to confirm accuracy (R)</li> </ul>	<ul style="list-style-type: none"> <li>• Track print with eyes ®</li> <li>• Accuracy and self-correction (R)</li> <li>• Reread to support reading rate and phrasing (R)</li> </ul>	<ul style="list-style-type: none"> <li>• Review letter formation (P)</li> <li>• Use letter-sound knowledge to spell Spell CVC and CCVC words with <i>ă, ě, ĭ, ǒ, ů</i> (R, P)</li> <li>• Spell words with blends: <i>sc, sk, sm, sn, sp, st, sw, br, cr, dr, fr, gr, tr, bl, cl, fl, gl, pl, sl</i> (P)</li> <li>• Spell words with digraphs: <i>sh, th, ch, wh, ph</i> (P)</li> <li>• Use known words to spell unknown words (P)</li> </ul>

<p>Bend II</p>	<ul style="list-style-type: none"> <li>• Reinforce word awareness by counting words in a sentence (R)</li> <li>• Practice 1:1 correspondence with sentences containing multisyllabic words (R)</li> <li>• Segment syllables (R, P)</li> <li>• Isolate initial and medial sounds in CVC and CVCC words ending in -ck (R, P)</li> <li>• Isolate ending sounds starting with consonants and moving to final digraphs (R, P)</li> <li>• Manipulate medial sounds (R, P)</li> <li>• Hear and record sounds in CVCC words to emphasize reading-writing connections (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>• Decode CCVC &amp; CVCC with blends and digraphs in isolation and in connected text (R)</li> <li>• Attend to the vowels in the middles of words to decode CCVC words in isolation and in a decodable text (R)</li> <li>• Identify short and long vowel sounds (P)</li> <li>• Use high-utility phonograms such as <i>-ack, -ick, -ock, -uck</i> to decode words part by part (R)</li> <li>• Read known words with automaticity (R)</li> <li>• Review high-frequency words <i>my, by, see, look, like, fun, here is, in, on, it, an, at, and, can, this, got, went, will, up, so, go, no, has, come, as, play, ball, all, did, get, she, for, you, to, do, we</i> (P)</li> <li>• Learn high-frequency words: <i>his, said, saw, say, then, they, but, let, run, us, yes.</i> (P)</li> <li>• Encode words with digraphs Map the sounds across a word to confirm accuracy using a decodable text (R)</li> <li>• Think about what is happening in a decodable text to confirm accurate decoding (R)</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy and self-correction ®</li> <li>• Read known words with automaticity (R)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell CVC, CCVC, and CVCC words (P)</li> <li>• Use known words to spell unknown words (P)</li> </ul>
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Bend III	<ul style="list-style-type: none"> <li>• Rhyme Production (R, P)</li> <li>• Segment &amp; blend onset and rime (P)</li> <li>• Segment words with 4 phonemes (R, P)</li> <li>• Isolate medial long vowel sounds (R, P)</li> <li>• Manipulate initial blends (R, P)</li> <li>• Manipulate individual phonemes in words with blends (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>• Decode VC, CVC, &amp; CCVC words (P)</li> <li>• Decode using familiar phonograms <i>at, an, in, it, up, on</i> (P)</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust prosody based on genre and tone (R)</li> <li>• Read with prosody by attending to common punctuation (R)</li> <li>• Read with expression and intonation based on character feelings (R)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell common VC, VCC and CVC phonograms <i>an, at, in, it, up, -ot, -op, will, -ing, -ick, and</i> and use them to spell other words using knowledge of consonants, blends and digraphs. (P)</li> </ul>
Suggested Assessments	<ul style="list-style-type: none"> <li>• Phonemic Awareness Assessment (Words with Three Phonemes, Words with Four Phonemes)</li> <li>• Letter-Sound Identification Assessment, as needed</li> <li>• Phonic Decoding Assessment (CVC with short vowels <i>a, i, o</i>, CVC with short vowels <i>a, i, o, u, e</i>, Blends, Consonant Digraphs, Silent E Words)</li> <li>• Running Records</li> </ul>			
Additional Supports	<p><b>Cumulative Phonics Review, Unit 1: Reviewing Letters and Sounds, Blends and Digraphs</b></p> <p>This unit provides an explicit review of letters and sounds through decoding and encoding CVC words and CCVC, CVCC words with blends and digraphs. There is instruction that happens in isolation and in connected text so that students receive explicit practice with both.</p>			

Unit 1 Unit Readers, Decodable Texts	
Book	Letter-Sound Correspondences or Phonics Concepts
The Crash	Beginning and ending blends and digraphs
The Blob	Beginning and ending blends and digraphs

Jump Rope Reader Decodable Text Scope and Sequence Set B, Grape Series		
Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	Set A Review (all consonants, all short vowels, ff, ll, ss, zz, ck, sh, th, wh, ng, CV words)	her, your
2	Set A Review (all consonants, all short vowels, ff, ll, ss, zz, ck, sh, th, wh, ng, CV words)	into, they
3	Set A Review (all consonants, all short vowels, ff, ll, ss, zz, ck, sh, th, wh, ng, CV words)	are
4	n(k)	what
5	tch	full, pull, put
6	a(l, ll)	want

Unit 2		Foundational Skills Text Alignment with Unit 2		
Reading Unit: <i>Word Detectives</i>		Unit Readers: Decodable texts <i>*see content of each book below</i>		
Phonics Unit: <i>Mystery of Silent e</i>		Jump Rope Reader Decodable Texts: Blueberry Series, Set B <i>*see Scope &amp; Sequence below</i>		
Strands	Phonological/Phonemic Awareness Strand	Phonics & Decoding Strand	Fluency Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> <li>Review long and short vowel sounds (P)</li> <li>Distinguish long and short vowel sounds (R, P)</li> <li>Segment Syllables (P)</li> <li>Generate words with the vowel A (P)</li> <li>Blend and segment phonemes in 4 phoneme words with blends and digraphs (R, P)</li> <li>Connect sounds in 4-phoneme words to print using magnetic letters (R, P)</li> <li>Isolate medial short vowel sounds (R, P)</li> <li>Isolate medial long vowel sounds (R, P)</li> <li>Manipulate (add, delete and substitute) beginning, medial and final phonemes in words with 3-4 phonemes and short vowels. (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Use letter-sound knowledge to decode (R, P)</li> <li>Identify vowels in single-syllable words (P)</li> <li>Know final -e conventions for representing a long vowel sound (P)</li> <li>Decode unknown words that follow a CVC and CVCe pattern (P)</li> <li>Decode words with inflectional endings, -s and -ing ®</li> <li>Decode words with the ending -s adjusting for its' different sounds /s/ and /z/ ®</li> <li>Identify common phonograms with long vowel A (P)</li> <li>Use letter-sound knowledge to confirm accuracy ®</li> <li>Monitor accuracy, noticing errors and stopping to self-correct ®</li> <li>Learn high-frequency words: <i>eat, make, take, out, big, have, came, same</i> (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Read known words, including high-frequency words with accuracy and automaticity ®</li> <li>Reread to support reading rate and phrasing ®</li> <li>Recognize and read known words in longer phrases ®</li> <li>Match reading expression with what's happening on the page ®</li> </ul>	<ul style="list-style-type: none"> <li>Segment sounds using Elkonin boxes and determine how to represent each sound to spell the word ®</li> <li>Identify letter-sound combinations to write new words (P)</li> <li>Identify vowels and consonants in a single-syllable word to write it (P)</li> <li>Use knowledge of short and long vowels and the CVCe pattern to write new words (P)</li> <li>Use knowledge of phonograms to generate and write words with the long A sound (P)</li> <li>Manipulate phonemes at the beginning, middle, and ends of words to spell 3-4 phoneme words with short vowels. ®</li> <li>Segment sounds in 4-phoneme words with blends to spell ®</li> <li>Study and write high-frequency words to build automaticity ®</li> </ul>

		<ul style="list-style-type: none"> <li>Map the sounds in regularly—and irregularly—spelled high-frequency words to strengthen word recognition and automaticity ®</li> </ul>		<ul style="list-style-type: none"> <li>Segment sounds to spell unknown words in a continuous text ®</li> <li>Use CVCe pattern with the vowel A to write words (P)</li> <li>Spell high-frequency words with automaticity (P)</li> </ul>
Bend II	<ul style="list-style-type: none"> <li>Hear medial phonemes in words (P)</li> <li>Distinguish between long and short vowel sounds (P)</li> <li>Blend and segment 4-phoneme words with long vowels (R, P)</li> <li>Isolate the vowel sound in words with short and long vowels (R, P)</li> <li>Manipulate phonemes to spell and read CVCe words (R, P)</li> <li>Manipulate (add, delete, and substitute) sounds to make new words with long vowels, blends, and digraphs (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Decode CVC and CVCe words in isolation and in a decodable text (R, P)</li> <li>Decode words with common phonograms with long O (P)</li> <li>Notice and use familiar words and word parts to decode unknown words (R, P)</li> <li>Decode CVVC words with <i>ee</i> and <i>ea</i> in isolation and in a decodable text (R, P)</li> <li>Decode VCe words and vowel teams <i>ee</i> and <i>ea</i> in words that are less reliable (i.e. <i>have, head</i>) ®</li> <li>Learn high-frequency words: <i>put, not, your, more, home, of</i> (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Read known words with automaticity (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Practice writing CVC and CVCe words with the vowel A ®</li> <li>Use familiar words to spell unknown words that sound alike ®</li> <li>Manipulate phonemes to spell CVCe words ®</li> <li>Segment sounds and use knowledge of CVC and CVCe to spell words with long and short O and U in a continuous text (R, P)</li> <li>Notice the irregular spelling of words that end with <i>-ve</i> and use this pattern to write similar words (P)</li> <li>Identify the vowel sound in a word to edit spelling (P)</li> <li>Write high-frequency words with automaticity (P)</li> </ul>
Bend III	<ul style="list-style-type: none"> <li>Blend and segment the two parts in a series of compound words (R, P)</li> <li>Blend and segment words with 3 or more phonemes, including words with R-blends (R, P)</li> <li>Isolate beginning phonemes in a word (P)</li> </ul>	<ul style="list-style-type: none"> <li>Decode words with blends, digraphs, and vowels (P)</li> <li>Decode words with 3-letter blends and digraphs (P)</li> <li>Decode words with familiar onsets and rimes (P)</li> <li>Identify words that start or end the same and use these familiar parts to decode unknown words (P)</li> </ul>	<ul style="list-style-type: none"> <li>Read known words with automaticity (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Segment and record 4-phoneme words with R-blends on whiteboards ®</li> <li>Record initial blends to write new words (P)</li> <li>Record long vowel phonograms to write new words (P)</li> </ul>

		<ul style="list-style-type: none"> <li>• Decode unknown words that follow a CVC and CVCe pattern (P)</li> <li>• Decode words with long and short phonograms (P)</li> <li>• Decode and understand contractions (P)</li> <li>• Decode and understand simple contractions (formed with <i>am, are, is</i>) (P)</li> <li>• Decode multisyllabic words by splitting between double consonants in the middle of words. (R, P)</li> <li>• Decode multisyllabic compound words ®</li> <li>• Decode multisyllabic words with inflectional endings ®</li> <li>• Monitor for sense and adjust pronunciation if needed ®</li> <li>• Learn high-frequency words: <i>into, little, I'm, three, now, if, or, read</i> (R, P)</li> <li>• Review previously learned high-frequency words (R, P)</li> </ul>		<ul style="list-style-type: none"> <li>• Hear and record known words to spell simple compound words (P)</li> <li>• Use known words to write unknown words (P)</li> </ul>
Suggested Assessments	<ul style="list-style-type: none"> <li>• High-Frequency Word Assessment</li> <li>• Phonic Decoding Assessment (Consonant Digraphs, Silent E words, Inflectional Endings)</li> <li>• Phonemic Awareness Assessment (Blending, Segmenting, Isolating)</li> <li>• Running Records</li> </ul>			
Additional Supports	<p><b>Cumulative Phonics Review, Unit 2: CVCe Review</b></p> <p>This unit is meant for students who would benefit from review of decoding words with silent e in isolation and in connected text. It explicitly teaches students how to decode words with silent e beginning with a_e and slowly adding one vowel at a time.</p>			

Unit 2 Unit Readers, Decodable Texts	
Book	Letter-Sound Correspondences or Phonics Concepts
Case of the Vase	CVCe (a_e)
Case of the Missing Cake	CVCe (a_e, i_e)
Case of the Beep	CVCe (all vowels), CVVC (ee, ea)
Fish in a Funk	Beginning and ending digraphs and inflectional endings
Cupcake	Multisyllabic words with closed syllables, silent E syllables, inflected endings, open syllables

Jump Rope Reader Decodable Text Scope and Sequence Set B, Blueberry Series		
Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	compound words	from
2	a_e	have
3	i_e	give, live
4	o_e	come, done, some
5	u_e	use
6	e_e	here, there, where



Unit 3		Foundational Skills Text Alignment with Unit 3		
Reading Unit: <i>Learning about the World</i>		Unit Readers: Decodable texts <i>*see content of each book below</i>		
Phonics Unit: <i>From Tip to Tail</i>		Jump Rope Reader Decodable Texts: Lime Series, Set B <i>*see Scope &amp; Sequence below</i>		
Strands	Phonological/Phonemic Awareness Strand	Phonics & Decoding Strand	Fluency Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> <li>Isolate ending sounds (P)</li> <li>Isolate blends and digraphs at the end of words (P)</li> <li>Isolate vowel sounds in CVC and CVCe words (R, P)</li> <li>Isolate medial sounds in words with short and long E and U (R, P)</li> <li>Isolate ending sounds in words with inflectional endings (R, P)</li> <li>Manipulate (substitute) ending blends (P)</li> <li>Manipulate(substitute) vowel sounds in CVC and CVCe words (R, P)</li> <li>Manipulate (add and substitute) phonemes to generate words with blends and long vowel patterns. (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Use known word parts to decode unknown longer words (R, P)</li> <li>Decode words with the word -par -ang ®</li> <li>Decode words with inflectional endings -ing, -ed, -s, -es, -er, -s, -es (P)</li> <li>Decode words with Y as a vowel at the end of a word (P)</li> <li>Review and practice decoding strategies for solving longer words ®</li> <li>Use knowledge of letter-sound relationships to monitor word-solving accuracy (P)</li> <li>Learn new high-frequency words: <i>jump, where, there, never, going, any, very, today</i> (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Read known words with automaticity (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Use phonics knowledge, including blends, digraphs, and vowels to edit spellings (P)</li> <li>Encode words with blends (R)</li> <li>Encode words with inflectional endings (R)</li> <li>Encode CVCe words with the ending <i>-ing</i> (P)</li> <li>Use inflectional endings including -ing, -ed, -s, -es, -er to edit words (P)</li> <li>Manipulate vowel sounds to spell new words (R)</li> </ul>

Bend II	<ul style="list-style-type: none"> <li>Distinguish between the different sounds Y makes at the beginning and ends of words ®</li> <li>Segment words into syllables (P)</li> <li>Segment words into onset and rime (P)</li> <li>Segment words into phonemes (P)</li> <li>Segment and blend phonemes in high-frequency words (R, P)</li> <li>Isolate phonograms with ending blends (-ank, -est, -ing, -ink, -ump, -unk) (P)</li> <li>Isolate phonograms with ending digraphs (-ack, -ash, -ish, -ick, -ock, -uck, -ell, -ill) (P)</li> <li>Manipulate (substitute) phonogram patterns containing ending blends and digraphs (P)</li> </ul>	<ul style="list-style-type: none"> <li>Use onsets and rimes in known words to decode unknown words (P)</li> <li>Decode words with rimes -ast and -ick ®</li> <li>Decode words that end in Y ®</li> <li>Decode words with the vowel teams <i>ai</i>, <i>ay</i>, and <i>oa</i> in isolation and then in continuous text ®</li> <li>Use familiar word parts to decode one and two-syllable words (R, P)</li> <li>Decode multisyllabic words using knowledge of vowels (P)</li> <li>Learn new high-frequency words: <i>just</i>, <i>back</i>, <i>best</i>, <i>think</i>, <i>with</i>, <i>that</i>, <i>than</i>, <i>when</i> (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Read known words with automaticity (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Encode words beginnings and ending with blends to write the word (R, P)</li> <li>Manipulate phonemes to spell words with ending blends (R, P)</li> <li>Add and delete phonemes to write words (R, P)</li> <li>Use familiar word parts including blends, digraphs, phonograms, and inflectional endings to spell multisyllabic words (P)</li> <li>Use knowledge of vowels to spell multisyllabic words (P)</li> <li>Write new words using familiar high-frequency words ®</li> </ul>
Bend III	<ul style="list-style-type: none"> <li>Recognize phonogram patterns (P)</li> <li>Isolate long vowel sounds in CVCe words (R, P)</li> <li>Manipulate initial sounds and vowels (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Use known word parts to decode unknown words (R, P)</li> <li>Decode and understand simple contractions (P)</li> <li>Use knowledge of phonograms, blend, digraphs, inflectional endings, and long vowel patterns to decode words in continuous text (P)</li> </ul>	<ul style="list-style-type: none"> <li>Notice font cues to emphasize particular words on a page ®</li> <li>Adjust your tone to read with expression, show feeling, and emphasize important parts in a nonfiction text ®</li> <li>Listen to and reread books using gestures and facial expressions to convey the tone of the text ®</li> </ul>	<ul style="list-style-type: none"> <li>Use parts of known words to write unknown words (P)</li> <li>Encode words with beginning and ending blends (R, P)</li> <li>Encode words with long vowel patterns (R, P)</li> <li>Edit high-frequency words in writing (P)</li> </ul>

		<ul style="list-style-type: none"> <li>Recognize known words, including high-frequency words in a text (R, P)</li> <li>Learn new high-frequency words: <i>could, should, would, mother, from</i> (R, P)</li> </ul>		
Suggested Assessments	<ul style="list-style-type: none"> <li>Phonic Decoding Assessment (Vowel Teams, Vowel -R)</li> <li>Phonemic Awareness Assessment (Blending, Segmenting, Isolating)</li> <li>Running Records</li> </ul>			
Additional Supports	<p><b>Cumulative Phonics Review, Unit 3: Inflectional Ending, Contractions and Compound Word Review</b></p> <p>This unit is meant to provide additional support for students who would benefit from more explicit practice decoding words with inflectional endings, contractions and compound words. Practice is provided in isolation and in connected text to support transfer of these skills.</p>			

Unit 3 Unit Readers, Decodable Texts	
Book	Letter-Sound Correspondences or Phonics Concepts
Meet the Frog	Inflectional Endings: -ing, -s
Meet the Snake	Vowel Teams: ee, ea Consonant Digraphs: -ng, -nk
Meet the Cat	Two-Syllable Words and -y as a vowel
Meet the Bee	Orchestration of inflectional endings, vowel teams, -y as a vowel and two-syllable words

Jump Rope Reader Decodable Text Scope and Sequence Set B, Lime Series		
Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	Possessives, inflectional endings -es and -ing	love
2	Inflectional ending -ed	said
3	Contractions with <i>is</i> and <i>not</i>	does, don't , won't
4	Contractions with <i>am</i> and <i>has</i>	
5	Closed-syllable exceptions -ind, -ild, -old, -ost	
6	Y can stand for /ē/ at the end of a words with two or more syllables	any, very

Unit 4		Foundational Skills Text Alignment with Unit 4		
Reading Unit: <i>Readers Have Big Jobs to Do</i>		Jump Rope Reader Decodable Texts: Lemon Series, Set B <i>*see Scope &amp; Sequence below</i>		
Phonics Unit: <i>Word Builders</i>				
Strands	Phonological/Phonemic Awareness Strand	Phonics & Decoding Strand	Fluency Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> <li>Distinguish between long and short vowel sounds (P)</li> <li>Segment single-syllable words (R, P)</li> <li>Manipulate phonemes to make new words (R, P)</li> <li>Segment and blend words containing vowel teams (R, P)</li> <li>Isolate initial, medial vowel, and ending sounds in spoken single-syllable words (P)</li> <li>Isolate long-vowel sounds and attach them to long vowel patterns EE, EA, AI, and OA (P)</li> <li>Manipulate (substitute) vowel teams (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Decode words with blends, digraphs, common endings, and phonograms (P)</li> <li>Decode unknown words using known word-parts (P)</li> <li>Decode words with inflectional endings (P)</li> <li>Contrast short and long vowel sounds in words using CVVC and CVC patterns (P)</li> <li>Decode single syllable and multisyllabic words using common long-vowel patterns EE, EA, AI, and OA, digraphs, and inflected endings (P)</li> <li>Use knowledge of CVVC to decode new words (P)</li> <li>Distinguish between two vowel patterns that make the same sound (EA and EE, AI and AY) (P)</li> <li>Decode words with phonograms with vowel combinations (-ail, -ain) (P)</li> <li>Decode words with inconsistent but common spelling-sound correspondences (P)</li> </ul>	<ul style="list-style-type: none"> <li>Review and recognize high-frequency words with automaticity (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Use known words to spell unknown words ®</li> <li>Encode single syllable and multisyllabic words using common long vowel patterns (EE, EA, AI, OA), digraphs and inflected endings to encode (P)</li> <li>Use known blends, digraphs, and phonograms to encode new words (R, P)</li> <li>Encode words with R-controlled vowels ®</li> <li>Use knowledge of common long vowel patterns to edit writing (P)</li> <li>Spell high-frequency words with automaticity (P)</li> <li>Use high-frequency words to spell new words (R, P)</li> </ul>

		<ul style="list-style-type: none"> <li>Decode words with r-controlled vowels (ar, er, or) in isolation and in a decodable text ®</li> <li>Monitor decoding errors and stop to self-correct ®</li> <li>Use meaning to confirm accuracy ®</li> <li>Learn new high-frequency words: <i>easy, wait, away, each, near, need, next, last, been</i> (P)</li> </ul>		
Bend II	<ul style="list-style-type: none"> <li>Blend and segment words with vowel teams (igh, oa, ow, oo) (R, P)</li> <li>Isolate initial, medial, and ending sounds in single-syllable words (P)</li> <li>Isolate the vowel sounds in words, locating the letters that represent the sound (P)</li> <li>Manipulate phonemes to produce new words (P)</li> </ul>	<ul style="list-style-type: none"> <li>Decode CVVC words with vowel patterns OU, OW, OO (P)</li> <li>Decode words with phonograms with a unique vowel sound (-oud, -ound, -ouch, -out, -own, -oop, -ool, -oom, -oon, -ood, -ook) (P)</li> <li>Distinguish between two vowel patterns that make the same sound (OW and OU, OI and OY, EW and UE, OW and OO) (P)</li> <li>Decode words with the graphemes igh, oa, ow, and oo in isolation ®</li> <li>Decode words with vowel teams in a continuous text, using meaning to confirm accuracy ®</li> <li>Learn new high-frequency words: <i>house, about, down, our, know, much, such, two, who, few</i> (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Review and recognize high-frequency words with automaticity (P)</li> </ul>	<ul style="list-style-type: none"> <li>Segment sounds to spell words with vowel teams. Then, check and edit to use the correct vowel team when needed (R, P)</li> <li>Manipulate phonemes to spell a series of words (R, P)</li> <li>Recognize and use phonograms with a unique vowel sound to encode new words (-oud, -ound, -ouch, -out, -own, -oop, -ool, -oom, -oon, -ood, -ook) (P)</li> <li>Use knowledge of phonograms, digraphs, blends, and inflected endings to encode words (P)</li> <li>Use the -igh pattern and vowel teams EE, EA, AI, and AY to spell words with long vowels ®</li> <li>Use knowledge of long and unique vowel CVVC patterns to edit spellings (P)</li> </ul>

<p>Bend III</p>	<ul style="list-style-type: none"> <li>• Segment onsets and rimes (P)</li> <li>• Segment and blend phonemes in high-frequency words (R, P)</li> <li>• Segment the sounds of words with 3-4 phonemes that feature vowel teams and diphthongs (R, P)</li> <li>• Isolate the vowel sounds in words, locating the letters that represent the sound (R, P)</li> <li>• Isolate e initial, medial, and ending sounds in single-syllable and multisyllabic words (P)</li> <li>• Manipulate (add, delete, substitute) phonemes to make new words (P)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between two vowel patterns that make the same sound (OI and OY, EW and UE, AW and AU) (P)</li> <li>• Decode words that have Y as a vowel sound (OY, AY, EY) (P)</li> <li>• Decode words with letter combinations that represent a unique vowel sound to decode new words with an IGH pattern (P)</li> <li>• Decode words with OU in isolation and then in a decodable text ®</li> <li>• Decode words with OW and OO, trying one sound and then another to approach the vowel sounds flexibly ®</li> <li>• Use knowledge of multisyllabic words ways to decode them ®</li> <li>• Decode longer words in big parts by identifying known patterns to solve words more efficiently ®</li> <li>• Decode multisyllabic words with the consonant-LE syllable type in isolation and in a connected text ®</li> <li>• Decode simple compound words (P)</li> <li>• Learn new high-frequency words: <i>much, such, two, who, few, because, high, might</i> (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize known words, including high-frequency words with automaticity (P)</li> <li>• Reread after stopping to solve a word to smooth out your reading voice ®</li> <li>• Reread to support pace, phrasing, and prosody ®</li> <li>• Determine the big feeling of a part of a story and read to match your voice ®</li> <li>• Record audiobooks to spotlight and celebrate accuracy and fluency ®</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of phonograms, digraphs, blends, and inflected endings to write words (P)</li> <li>• Use knowledge of long and unique vowel CVVC patterns to spell and edit words (P)</li> <li>• Consolidate learning by writing CVVC words with vowel teams: OI/OY, EW/UE, OU/OW, AY/AI, EA/EE (P)</li> <li>• Segment to spell words with the vowel sounds /oi/ and /aw/. ®</li> <li>• Segment words with vowel teams OU, OO and OW to spell, then check the correct spelling to edit as needed. ®</li> <li>• Spell high-frequency words with automaticity (P)</li> </ul>
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Suggested Assessments	<ul style="list-style-type: none"> <li>• Phonic Decoding Assessment (Vowel Teams, Vowel -R, Special Vowels)</li> <li>• Phonemic Awareness Assessment as needed</li> <li>• Running Records</li> </ul>
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Jump Rope Reader Decodable Text Scope and Sequence Set B, Lemon Series		
Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	ea, ee, drop silent E rule	been
2	ai, ay	again, always
3	oa, ow can stand for /ō/	goes, know
4	igh	one
5	ew, oo (short and long)	school, two, who
6	consonant -LE	blue



Unit 5		Foundational Skills Text Alignment with Unit 5		
Reading Unit: <i>Meeting Characters and Learning Lessons</i>		Unit Readers: Decodable texts <i>*see content of each book below</i>		
Phonics Unit: <i>Marvelous Bloopers</i>		Jump Rope Reader Decodable Texts: Tangerine Series, Raspberry Series, Set B <i>*see Scope &amp; Sequence below</i>		
Strands	Phonological/Phonemic Awareness Strand	Phonics & Decoding Strand	Fluency Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> <li>Identify syllables in a multisyllabic words and isolates vowel sounds (R, P)</li> <li>Blend word parts together to identify the snap word (R, P)</li> <li>Segment and blend vowel sounds with R (P)</li> <li>Isolate vowel sounds with R (P)</li> <li>Isolate vowel-R phonograms (-ar, -er, -or) in single syllable words (P)</li> </ul>	<ul style="list-style-type: none"> <li>Decode words with R-controlled vowels AR, OR, ER, ORE, EAR, AIR (R, P)</li> <li>Use known parts to decode unknown words with R-controlled vowels (R, P)</li> <li>Use knowledge of R-controlled vowels to decode words in isolation and in continuous text. ®</li> <li>Map the sounds of a word to learn that <i>ore</i> represents /ôr/ and repeat with <i>air</i>. ®</li> <li>Use knowledge of letter-sound relationships (R-controlled vowels) to monitor accuracy and to self-correct (P)</li> <li>Use known words to monitor word-solving accuracy (P)</li> <li>Learn new high-frequency words: <i>under, over, were, want, their</i> (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Locate and read high-frequency words in continuous texts (P)</li> </ul>	<ul style="list-style-type: none"> <li>Decode words containing the short vowel A and R-controlled vowel <i>ar</i> ®</li> <li>Use R-controlled rimes (<i>art, ore</i>) to spell words with initial consonants, blends, and digraphs. ®</li> <li>Spell a series of words containing vowel teams then check the correct spelling and edit as needed ®</li> <li>Segment words with R-controlled vowels (<i>ar, or</i>) to write the word (R, P)</li> <li>Edit writing for R-controlled vowels and missing vowels (P)</li> <li>Use sound and letter sequence to help spell a word (P)</li> <li>Say a word slowly to spell it (P)</li> <li>Learn different spelling patterns for the /ər/ sound (-ir, -er, -ur, -or) (P)</li> </ul>

Bend II	<ul style="list-style-type: none"> <li>Isolate the R-controlled vowel in a given word and generate more words with the same sound. (R, P)</li> <li>Isolate R-controlled vowel sounds in multisyllabic words (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Use known parts like <i>ar</i>, <i>or</i>, <i>our</i>, <i>ir</i>, <i>ur</i>, and <i>er</i> to decode unknown words with R-controlled vowels (R, P)</li> <li>Decode words with the R-controlled vowel OR, representing more than one sound such as <i>for</i> and <i>worm</i>. ®</li> <li>Decode words with soft C and G that tend to precede E or I ®</li> <li>Decode words with R-controlled vowels, flexing sounds as needed and using meaning to confirm accuracy. ®</li> <li>Decode common compound words (P)</li> <li>Learn new high-frequency words: <i>find</i>, <i>kind</i> (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize known words, including high-frequency words in continuous texts (P)</li> <li>Draw on fluency strategies taught to practice reading with pace, phrasing, and prosody ®</li> <li>Notice internal punctuation such as commas, quotations marks, ellipses and hyphens to signal phrases ®</li> <li>Use dialogue tags to signal how a character is speaking and reread to match your voice ®</li> </ul>	<ul style="list-style-type: none"> <li>Segment words with R-controlled vowels (<i>or</i>, <i>er</i>) to write the word ®</li> <li>Use known spelling patterns to write words with R-controlled vowels ®</li> <li>Notice the different spellings of the /er/ sound in a series of words to study the use of IR, UR, and ER ®</li> <li>Use a spelling routine to help spell a word (P)</li> <li>Study irregular parts of high-frequency words to learn how to spell them with accuracy (P)</li> </ul>
Bend III	<ul style="list-style-type: none"> <li>Segment and blending words with up to 6 phonemes ®</li> <li>Isolate the R-controlled vowel in a word ®</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of word parts to read compound words ®</li> <li>Use prefixes and suffixes to break multisyllabic words into smaller, decodable parts to solve the whole word. ®</li> <li>Decode multisyllabic words with double consonants by splitting them between double consonants ®</li> <li>Learn new high-frequency words: <i>want</i>, <i>family</i>, <i>everything</i>, <i>everyone</i>, <i>myself</i>, <i>after</i>, <i>always</i>, <i>soon</i> (R, P)</li> </ul>	<ul style="list-style-type: none"> <li>Review and practice recognizing high-frequency words with automaticity ®</li> </ul>	<ul style="list-style-type: none"> <li>Use all phonics knowledge learned across kindergarten and first grade to spell (P)</li> <li>Use consistent and efficient motions to form letters (P)</li> <li>Write compound words with vowel teams ®</li> <li>Use knowledge of spelling patterns and R-controlled vowels to write new words ®</li> <li>Practice spelling high-frequency words with more automaticity and accuracy ®</li> <li>Reread and edit spelling of high-frequency words ®</li> </ul>

Suggested Assessments	<ul style="list-style-type: none"> <li>• High Frequency Word Assessment</li> <li>• Phonemic Awareness Assessment as needed</li> <li>• Phonic Decoding Assessment (Special Vowels, Two-Syllable Words)</li> <li>• Running Records</li> </ul>
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Unit 3 Unit Readers, Decodable Texts	
Book	Letter-Sound Correspondences or Phonics Concepts
The Puppy	-y as a vowel

Jump Rope Reader Decodable Text Scope and Sequence Set B, Tangerine Series		
Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	ar ea can stand for /ĕ/ or /ā/	could, should, would
2	or	before
3	er inflectional endings -er and -est	were
4	ir, ur	their
5	soft G, -dge Y can stand for /ĭ/	
6	soft C	

Jump Rope Reader Decodable Text Scope and Sequence Set B, Raspberry Series		
Book	New Letter-Sound Correspondences or Phonics Concepts	New Irregular High-Frequency Words
1	ou and ow can stand for the “ow” sounds like in “owl” change Y to I rule	our
2	oi, oy	
3	au, aw	
4	multisyllabic words with closed syllables	
5	multisyllabic words with closed and open syllables	
6	multisyllabic words with schwa	