

# Elementary Reading Curriculum: Units of Study in Phonics

## Grade 1

Unit 1: Talking and Thinking about Letters			
<b>Overview</b>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• read high frequency words and phonograms (cumulative review of kindergarten skills).</li> <li>• examine letters, sounds, and spelling patterns in words.</li> <li>• understand how letters and sounds, syllables, and word parts work.</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Students will study names using what they know about vowels, digraphs, and blends.</li> <li>• Students will identify high frequency words (snap words).</li> <li>• Students will use what they learned about vowels, digraphs, blends, and high frequency words to help them read and write new words.</li> </ul>		
<b>Unit Learning Bends</b>	<p>Bend I: Studying Names to Learn about Phonics</p>	<p>In this bend the students will study each other’s names. Beginning the year with classmates’ names allows students to feel welcomed and valued. The names become a forum for reminding students of all they have learned about letter-sound correspondence and spelling patterns from kindergarten.</p> <p>Students will review vowel sounds, blends, and digraphs.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>RF.1.2b RF.1.2c RF.1.3a RF.1.3d RF.1.3g</p>
<p>Bend II: Studying High-Frequency Words to Learn about Phonics</p>	<p>In this bend, students will continue to recall letters and sounds. Students will be studying high-frequency words (or snap words). These words will be a review from kindergarten. The high frequency words that will be reviewed will be VC and CVC words that can help the students explore onset and rime. During this unit, students will also be reviewing blends and putting those blends in front of VC words. Students will also be introduced to new high-frequency words. Time each week will be dedicated for explicit instruction with high-frequency words.</p>		

	<p>Bend III: Use Snap Words and Word Parts to Make and Read More New Words</p>	<p>In this bend, students will draw on their knowledge of blends, digraphs, syllables, and short vowels, as well as the knowledge of word parts to make and read longer words. Teachers will build upon what the students learned about high frequency words and show them that even a small high frequency word can help them make many bigger words. At the end of this bend, students use what they know about letters, sounds, and word parts to help them read and write longer and trickier words.</p>	
<p><b>Unit Resources</b></p>	<ul style="list-style-type: none"> <li>Teachers will utilize a wide variety of decodable texts.</li> </ul>		
<p><b>Lesson Topics Across the Unit</b></p>	<p>Lesson 1: We Study Words to Learn to Read and Write  Lesson 2: How to Study Names for Letters and Sounds  Lesson 3: Forming Letters  Lesson 4: Expert Talk about the Spelling of Our Names  Lesson 5: Studying Short Vowels  Lesson 6: Studying Blends and Digraphs  Lesson 7: Continued Study of Digraphs  Lesson 8: Comparing and Contrasting Letters in Names to Grow Our Phonics Knowledge  Lesson 9: Looking Closely at High Frequency Words  Lesson 10: Sorting High Frequency Words  Lesson 11: Studying Words with the Vowel O  Lesson 12: Learning New High Frequency Words  Lesson 13: Using High Frequency Words to Write  Lesson 14: Using Everything You Know about Words, Letters, and Sounds to Write  Lesson 15: Power Words Help Writers Write New Words  Lesson 16: Making New Words from High Frequency Words  Lesson 17: Making More Words Using Blends and Digraphs  Lesson 18: Bringing All You Know to Read and Write Longer Words  Lesson 19: Tackling Harder Words to Read, Read, Read</p>		
<p><b>Unit 2: The Mystery of the Silent E</b></p>			
<p><b>Overview</b></p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>study words closely with the silent e pattern.</li> <li>discover that some common patterns can cause a vowel to make a long sound.</li> <li>study high-frequency words.</li> <li>look at word parts to decide if a vowel(s) will make a short or long sound when decoding.</li> </ul>		

	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Students will identify CVCe words and use the pattern to choose a long vowel sound.</li> <li>• Students will learn that EE and EA often make the long E sound.</li> <li>• Students will look closely at words and parts of words to strengthen their ability to decode difficult words.</li> <li>• Students will continue to grow a bank of words they can read and write automatically.</li> </ul>		
<p><b>Unit Learning Bends</b></p>	<p>Bend I: Word Detectives Take the Case: Investigating the Silent E</p>	<p>In this bend, students will learn the CVCe – silent E. The focus will be on the vowel A with the silent E. Students will also be introduced to new high-frequency words. Students will be challenged to find other words with the Silent E at the end.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>RF.1.2b RF.1.2c RF.1.3a RF.1.3c RF.1.3g</p>
	<p>Bend II: Word Detectives Test Their Theories to Learn More About Vowels</p>	<p>In this bend, the students will take the theory of the Magic E and test it out by investigating CVCe words with a different vowel each day. The students will be collecting words throughout the unit and posting them in the classroom. Students will have an introduction about the vowel teams EA and EE and how they team up to say the long E sound. However, this is to be brief and will be taught in more depth in Unit 4.</p>	
	<p>Bend III: Word Detectives Use Words They Know to Solve New Mysteries</p>	<p>In this bend, the students will be looking closely at words and parts of words. This will help the students decode difficult words in text by breaking them into parts and putting the parts back together. To end the unit, the students will collect words from around the room to support the concepts that they have learned. The students become people who study, think about and use words to read and write well.</p>	
<p><b>Unit Resources</b></p>	<ul style="list-style-type: none"> <li>• Teachers will utilize a wide variety of decodable texts.</li> </ul>		
<p><b>Lesson Topics across the Unit</b></p>	<p>Lesson 1: Word Detectives Investigate Tricky Words Lesson 2: Word Detectives Look Closely to Find Patterns in Words Lesson 3: Word Detectives Use Patterns to Write New Words Lesson 4: Word Detectives Practice New Skills: Making More CVCe Words Lesson 5: Word Detectives Use Everything They Know to Solve and Check Words When They Read</p>		

	<p>Lesson 6: Word Detectives Investigate Words with the Vowel O</p> <p>Lesson 7: Word Detectives Investigate Words with the Vowel I</p> <p>Lesson 8: Word Detectives Put Themselves to the Test Decoding Unfamiliar Words</p> <p>Lesson 9: Word Detectives Investigate Words with the Long E Sound</p> <p>Lesson 10: Word Detectives Read High Frequency Snap Words</p> <p>Lesson 11: Word Detectives Collect New High Frequency Words</p> <p>Lesson 12: Word Detectives Solve the Case of “Letter Twins”</p> <p>Lesson 13: Word Detectives Solve the Case of Words with Three Letter Blends</p> <p>Lesson 14: Word Detectives Solve the Case of Words in Disguise</p> <p>Lesson 15: Word Detectives Learn Compound Words</p> <p>Lesson 16: Word Detectives Track Down the Look-Alike Word Part</p> <p>Lesson 17: Share and Celebrate the Learning from the Unit</p>
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**Unit 3: From Tip to Tail: Reading Across Words**

<b>Overview</b>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• read and write more difficult words (multisyllabic).</li> <li>• build vocabulary knowledge.</li> <li>• work with parts of words to help solve unknown words.</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• The students will read across the word, looking closely at the end of the word.</li> <li>• The students will focus on phonograms, ending with blends, and digraphs.</li> <li>• The students will identify high-frequency words using what they know about vowels, digraphs, and blends.</li> </ul>
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<b>Unit Learning Bends</b>	Bend I: Reading and Hearing All the Way across Words	In this bend, students read nonfiction text closely. In reading nonfiction text, the students will come across words that they have not seen and are tricky. Teachers will teach students to look across the whole word. Students will be reminded to think about what they know about initial blends and looking across the whole word to the end. Teachers will build on the students’ knowledge of inflectional endings.	Priority Standards across the Unit that will be addressed:
	Bend II: Dealing with Trickier Words	In this bend, teachers will continue to emphasize the importance of reading across a word and will teach students ways to deal with tricky words. This bend focuses on phonograms. Teachers will have the students focus on phonograms that end with blends and digraphs. Students will also use their	

RF.1.3a  
RF.1.3f  
RF.1.3g

		<p>knowledge of blends, digraphs, and inflected endings to build, read, and write longer words. Teachers will support students in transferring what they have learned to their writing. Teachers will focus on word parts and reinforce a key word solving strategy from <i>Learning about the World</i>.</p>	
	<p>Bend III: Raising the Level of Work with High-Frequency Words</p>	<p>In this bend, teachers will have students study high frequency words. Teachers have been introducing high frequency words throughout the unit, but now the students will have the opportunity to view them with a different lens. Students will be coached to see the digraphs, vowels, phonograms, and other word parts they've learned. Students will discuss how high frequency words can help them make other words. Teachers will also support students with transfer by ensuring that they take their sight word knowledge to their reading and writing. As the bend continues, teachers will teach students contractions. Contractions were introduced in Unit 2, but this unit will extend their knowledge of contractions. At the end, teachers celebrate this unit with a tournament of word games with students.</p>	
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>Teachers will utilize a wide variety of decodable texts.</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Reading Carefully, Looking All the Way across Words  Lesson 2: Getting to Know Common Endings  Lesson 3: Investigating Different Sounds That -ed Makes in Words  Lesson 4: The Sounds of Y  Lesson 5: Blends Come as Endings, Too  Lesson 6: Making Sure Writers Use Strong Endings When They Write Words  Lesson 7: Getting to Know Common Phonograms That End in Blends  Lesson 8: Reading Words, Part by Part  Lesson 9: Reading across Words from Beginning to End  Lesson 10: Spelling Words, Part by Part  Lesson 11: Hearing All the Way across Words--and Putting a Vowel in Each Syllable  Lesson 12: Chop Words to Read Them Part by Part  Lesson 13: High Frequency Word Power  Lesson 14: Bringing New Knowledge of Words to Learning High Frequency Words  Lesson 15: Using High Frequency Words to Help Make and Read Other, Longer Words</p>		

	Lesson 16: Making Contractions with <i>Not</i> Lesson 17: A Review of Contractions Lesson 18: Unit Celebration
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**Unit 4: Word Builders**

<b>Overview</b>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• develop flexibility when solving words with vowel teams.</li> <li>• navigate vowel teams that support the work in reading and writing.</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Students will develop flexibility when solving words with vowel teams.</li> <li>• Students will demonstrate their understanding that vowel teams can represent long vowel sounds.</li> <li>• Students will demonstrate understanding that one vowel team can represent different sounds.</li> <li>• Students will demonstrate understanding that multiple vowel teams can make the same sound.</li> <li>• Students will continue to develop a bank of high-frequency words that can be used to learn more about words.</li> </ul>
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<b>Unit Learning Bends</b>	Bend I: We Are Word Builders	In this bend, teachers will introduce the theme of word builders. Children will engage in the work of building and constructing words with word parts such as blends, digraphs, endings, and phonograms. Students will begin the study of vowel teams with EE and EA. Then move on to AI, AY, and OA. Students will ask the question, “How do vowels work together to make a long sound?”	Priority Standards across the Unit that will be addressed:  RF.1.1a RF.1.3c RF.1.3d RF.1.3e RF.1.4b RF.1.4c
	Bend II: Building Words with Trickier Parts	In this bend, students will study vowel teams OU, OW, and OO. Students will learn that these teams make a new sound.	
	Bend III: Provisioning Our Toolboxes with Vowel Teams That Make	In this bend, students will study the vowel teams of OI, OY, EW, UE, AW, and AU. These will be explicitly taught. Vowel teams are taught in pairs that represent the same sound. This bend concludes with a class celebration – creating “Vowel Town.”	

	the Same Sound		
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>Teachers will utilize a wide variety of decodable texts.</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Word Builders Notice How Words Are Built to Solve Longer Words</p> <p>Lesson 2: Word Builders Pay Attention to Vowel Teams</p> <p>Lesson 3: Word Builders Discover More about Vowel Teams</p> <p>Lesson 4: Word Builders Use Vowel Teams and Word Parts</p> <p>Lesson 5: Word Builders Watch Out for Words That Don't Work the Same Way</p> <p>Lesson 6: Word Builders Use Vowel Team Knowledge to Write Words</p> <p>Lesson 7: Word Builders Learn That Vowel Teams Can Make New Sounds</p> <p>Lesson 8: Word Builders Use OU and OW to Learn New High Frequency Words</p> <p>Lesson 9: Word Builders Continue to Investigate the Sounds of OU and OW</p> <p>Lesson 10: Word Builders Learn the Two Sounds of OO</p> <p>Lesson 11: Word Builders Review Vowel Teams to Build New Words</p> <p>Lesson 12: Word Builders Learn OI and OY: Two Vowel Teams That Make One Sound</p> <p>Lesson 13: Word Builders Review Helpful Clues for Vowel Teams EW and UE</p> <p>Lesson 14: Word Builders Look Out and Use the Right Vowel Team</p> <p>Lesson 15: Word Builders Add to Their Toolbox with Vowel Teams AW and AU</p> <p>Lesson 16: Word Builders Learn New High Frequency Words and Make New Words with IGH</p> <p>Lesson 17: Word Builders Celebrate All They Have Learned and Design and Create Their Own "Vowel Town"</p>		
<b>Unit 5: Marvelous Bloopers: Learning through Wise Mistakes</b>			
<b>Overview</b>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>study and learn r-controlled vowels.</li> <li>know the difference between the sounds /ar/, /ər/, and /or/ and choose the most likely spelling for each.</li> <li>capitalize the correct words in their writing.</li> <li>review word strategies and learn 25 new high frequency words.</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate flexibility when solving words with R-controlled vowels with an emphasis on multi-syllabic words.</li> <li>Students will demonstrate their understanding of capitalization.</li> <li>Students will build automaticity with high frequency words.</li> </ul>		
<b>Unit Learning Bends</b>	Bend I: Studying Bloopers to Learn	In this bend, students will develop flexibility when solving words with R-controlled parts, with an emphasis on multi-syllabic words. Students will also learn a new set of high-frequency words with R-controlled vowel features.	Priority Standards

	from Them		across the Unit that will be addressed:
	Bend II: Words You Use and Confuse: High Frequency Word Bloopers	In this bend, the focus shifts to studying high-frequency words with the aim of learning them for automaticity. Students continue to embrace their “marvelous bloopers” with an emphasis on learning from those mistakes. Students will learn new high frequency words.	RF.1.3d RF.1.3e RF.1.4b
	Bend III: A Phonics Project: Studying Capitalization	In this bend, students will study capitalization. Learning shifts from making “marvelous bloopers” to making “wise errors.” Students will observe how writers use capital letters and notice when they are used. Students will correct errors in capitalization and play word games to learn more about capital letters. Students will learn new high frequency words.	
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>Teachers will utilize a wide variety of decodable texts.</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Studying R-Controlled Vowels</p> <p>Lesson 2: Investigating -AR, -ER, and -OR</p> <p>Lesson 3: Noticing and Stopping “Bloopers” That Students Make Over and Over</p> <p>Lesson 4: When /ər/ Is Not What It Seems</p> <p>Lesson 5: Investigating How R Changes Vowel Sounds</p> <p>Lesson 6: Learning Spelling Patterns for the /air/ Sound</p> <p>Lesson 7: Sharing and Learning from Our Reading</p> <p>Lesson 8: High Frequency Word “Memory” Tricks</p> <p>Lesson 9: Isolating the Tricky Parts of Hard to Spell High Frequency Words</p> <p>Lesson 10: Combining High Frequency Words to Make Compound Words</p> <p>Lesson 11: Inventing Ways to Remember High Frequency Words</p> <p>Lesson 12: Studying Capitalization</p> <p>Lesson 13: Studying and Fixing Errors</p> <p>Lesson 14: Adding Specific Details to Writing, Including Words with Capitals</p> <p>Lesson 15: Playing Word Games to Learn More about Capital Letters</p> <p>Lesson 16: Learning to Share Our Phonics Knowledge</p> <p>Lesson 17: Celebration: “Our Phonics Graduation”</p>		