

# Elementary Phonics Curriculum: Units of Study in Phonics

## Kindergarten

Unit 1: Making Friends with Letters			
<b>Overview</b>	<p>Students will be able to independently use their learning to identify letters and letter sounds, form letters in their writing, develop concepts of print to begin reading, and identify and write high frequency words to incorporate in their reading and writing.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Names and words can teach us about letters and sounds.</li> <li>Proper letter formation.</li> <li>Hearing syllables within names and words.</li> <li>Recognize, read, and write unit high frequency words.</li> </ul>		
<b>Unit Learning Bends</b>	Bend I: Studying Peoples’ Names Can Help You Get to Know Each Other—and the Alphabet	In <b>Bend I</b> , teachers will launch a class name study beginning with the class mascot, Mabel. The name study will serve to create community in the classroom, while simultaneously introducing students to letters. In addition, students will develop the concept of a letter, a word, and the ability to hear, segment, and manipulate sounds. Students will learn how to study letters and develop an understanding of alphabetic principle.	<p>Priority Standards across the Unit that will be addressed:</p> <p>RF.1.a RF.1.b RF.1.c RF.1.d RF.3.a</p>
	Bend II: Learning Your Own Name by Heart	In <b>Bend II</b> , teachers will continue the class name study, and will include letter formation pathways that will help them write letters and names quickly and properly.	
	Bend III: Using Star Names to Write	In <b>Bend III</b> , students will be exposed to even more letters, with a new emphasis on using what they have learned in order to write.	
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>Teachers will utilize a variety of decodable texts.</li> </ul>		
<b>Lesson Topics</b>	<p>Lesson 1: To Learn a Name Well, It Helps to Study the Letters and Sounds in the Name</p> <p>Lesson 2: Names—and Words—Can Teach Us Letters and Sounds</p>		

<b>Across the Unit</b>	<p>Lesson 3: Learning to Own Letters</p> <p>Lesson 4: By Studying Names, We Can Learn More Letters</p> <p>Lesson 5: Syllables Can Help Readers and Writers Tackle Long Words</p> <p>Lesson 6: Comparing Two Names that Both Start with the Same Letter</p> <p>Lesson 7: Vowels Are Special Letters: What sounds do they make</p> <p>Lesson 8: Learning Your Own Name by Heart</p> <p>Lesson 9: Learning to Write Names by Heart</p> <p>Lesson 10: Owning Letters and Teaching Them to Others</p> <p>Lesson 11: Using Names to Build New Words</p> <p>Lesson 12: Labeling Things in the Classroom</p> <p>Lesson 13: Learning More Words by Heart</p> <p>Lesson 14: Writing New Letters with Help from Friends</p> <p>Lesson 15: Favorite Characters Can Become Star Names</p> <p>Lesson 16: Learning Even More Words by Heart</p> <p>Lesson 17: Walking through Life Differently</p>
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**Unit 2: Word Scientists**

<b>Overview</b>	<p>Students will be able to independently use their learning to identify letters and letter sounds, use their knowledge of letter-sounds to begin to segment words in reading, incorporate letter knowledge in writing, and identify and write high frequency words to incorporate in their reading and writing. Phonics skills taught in this unit will transfer to reading and writing.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Relationship between keywords and initial sounds.</li> <li>• Proper letter formation.</li> <li>• Words are made up of sounds.</li> <li>• Recognize, read, and write high frequency words.</li> </ul>
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<b>Unit Learning Bends</b>	<p>Bend I: Studying the Alphabet and the Alphabet Chart</p>	<p>In Bend I, teachers will support students in becoming “word scientists” by looking closely, noticing, questioning, and inventing, specifically with alphabet charts and letters. Students will use various alphabet charts to further support their understanding of letter-sound correspondence. In addition, students will continue practicing proper letter formation, identifying features that make letters different. Students will question why letters have certain keywords and even create their own.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>RF.1a</p> <p>RF.1b</p> <p>RF.1c</p> <p>RF.1d</p>
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	Bend II: Using the Alphabet to Write	In Bend II, students will begin listening to sounds in words to help them write by stretching words out slowly. In the beginning of the bend, the focus will be on listening for and recording the initial sound in words but will shift to recording all salient sounds. Teachers will notice that this will support developing writers as they begin stretching longer, more complex words.	RF.2d RF.3a RF.3c
	Bend III: Studying and Using High-Frequency Words to Write and Read	Bend III focuses on supporting students' knowledge of high-frequency words and how they can use the words when reading and writing. Students will receive their very own "snap" word pouch with all the frequency words that have been introduced so far.	
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>Teachers will utilize a variety of decodable texts.</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: We Are Word Scientists</p> <p>Lesson 2: Understanding How the Alphabet Chart Works—Keywords and Initial Sounds</p> <p>Lesson 3: Learning High Frequency Words to Write about What We Notice</p> <p>Lesson 4: Comparing Different Alphabet Charts</p> <p>Lesson 5: Reconstruct a New Alphabet Chart</p> <p>Lesson 6: Adding Pictures to the Alphabet Chart</p> <p>Lesson 7: Using the Alphabet Chart with Increasing Automaticity</p> <p>Lesson 8: ABC School Activity</p> <p>Lesson 9: When You Know the Alphabet Chart Really Well, You Can Use It to Write</p> <p>Lesson 10: Writers Use What They Know about Letters to Label Their Writing</p> <p>Lesson 11: Learning New high frequency Words</p> <p>Lesson 12: Listening to the Ends of Words Matters</p> <p>Lesson 13: Listening for Sounds All across the Word</p> <p>Lesson 14: Keep Your Word Collection Close, So You Can Grow, Study, and Use It</p> <p>Lesson 15: Recognize high frequency when the Font Is Different</p> <p>Lesson 16: Interactive Writing</p> <p>Lesson 17: Making Lesson Plans</p> <p>Lesson 18: Word School Celebration</p>		

## Unit 3: Word-Part Power

<b>Overview</b>	<p>Word solvers will be able to independently use their learning to write sentences, read and write words with onset-rime and digraphs/blends.</p> <p>What kinds of long-term, independent accomplishments are desired? Transfer of phonics skills to reading and writing.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• All segmented sounds are used to blend words together to read.</li> <li>• Phonograms can be used to solve longer words.</li> <li>• Onset and rime combinations can help us create new words.</li> <li>• Digraphs and word parts can be used to make words.</li> <li>• The word wall can be utilized to access high frequency words.</li> </ul>		
<b>Unit Learning Bends</b>	Bend I: Writing Power	In this bend, the teacher will support students as they transition from writing labels to writing sentences. Students will learn to use their pointer power when writing, specifically when planning a sentence. In addition, students will learn to stretch out words, saying them slowly and segmenting individual phonemes.	Priority Standards across the Unit that will be addressed:
Bend II: Word Part Power	In this bend, students will learn that they can use small words that they already know, such as <i>at</i> and <i>in</i> , to create more words. This is when word-part power is introduced. Students will manipulate onsets and rimes with a focus on the initial consonant. In addition, during this bend the word wall is introduced by moving the high frequency collection over to the word wall.	RF.1d RF.2a RF.2b RF.2c RF.2d RF.3c RF.3d	
Bend III: Word Parts, Snap Words, and Digraphs – Yee-haw!	In this bend, students will continue using word-part power to read and write words. Students learn 10 vowel consonant phonograms by the end of the bend and will also continue learning new high frequency words. In addition, students will be exposed to digraphs ( <i>sh, th, wh, ch</i> ).		
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>• Teachers will utilize a variety of decodable texts.</li> </ul>		

<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Using Pointer Power in Writing Workshop</p> <p>Lesson 2: Using High Frequency Words and Stretch Words to Write</p> <p>Lesson 3: Writers Take Risks</p> <p>Lesson 4: Hearing and Recording More Sounds in Words</p> <p>Lesson 5: Using Our Writing Super Powers to Edit and Celebrate Our Written Work</p> <p>Lesson 6: Using Word-Part Power</p> <p>Lesson 7: Making Words with More Vowel-Consonant Rimes</p> <p>Lesson 8: Learning to Hear Rimes in Words</p> <p>Lesson 9: Mix and Make New Words</p> <p>Lesson 10: Reading Words Letter-by-Part Instead of One Letter at a Time</p> <p>Lesson 11: Discover New Word Parts</p> <p>Lesson 12: Using Word Parts (-ip, -op) to Write New Words</p> <p>Lesson 13: Using Word Parts and Rhymes to Read</p> <p>Lesson 14: Finding Word Parts in the Alphabet Chart</p> <p>Lesson 15: Studying One Word to Learn about How Letters and Words Work</p> <p>Lesson 16: Word-Part Rodeo</p> <p>Lesson 17: Celebration: Using All Your Powers</p>
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**Unit 4: Vowel Power**

<b>Overview</b>	<p>Students will be able to independently use their learning to read and write CVC and multisyllabic words using vowels in every syllable.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Every syllable has a vowel.</li> <li>• Vowels make more than one sound.</li> <li>• Changing vowels and other letters can help us make new words.</li> <li>• Recognize, read, and write snap words.</li> </ul>
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<b>Unit Learning Bends</b>	Bend I: Vowels in Every Word	In this bend teachers will support students in investigating words to find that all words have vowels. Students will study short <i>A</i> and short <i>I</i> closely, as teachers expose them to many CVC words with those vowels in the middle. Students will segment words using “robot talk” as they listen for the medial vowel sound.	Priority Standards across the Unit that will be addressed:
	Bend II: Distinguishing Short-Vowel Sounds	In this bend, students will continue their vowel investigation, looking closely at short <i>E</i> , short <i>O</i> , and short <i>U</i> . Students will work to build and decode CVC words with these vowels. Students will also look at how	

- RF.1d
- RF.2b
- RF.2d
- RF.2e
- RF.3a

		CVC words can change when the vowel sound changes.	RF.3b RF.3c RF.3d
	Bend III: Vowels in Bigger Words	In this final bend of the unit, students will look at longer words, studying vowels. Students will learn that not only does every word have a vowel, but every syllable in a word does too. In addition, students will segment multisyllabic words and review digraphs.	
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>Teachers will utilize a variety of decodable texts.</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Every Word Has At least One Vowel</p> <p>Lesson 2: Checking for Vowels in Writing</p> <p>Lesson 3: Isolating the Short-Vowel Sound in the Middle of Words (-VC)</p> <p>Lesson 4: Writing Sentences with Short A and Short I CVC Words</p> <p>Lesson 5: Shared Reading with a Focus on Words with Short A and Short I</p> <p>Lesson 6: Editing for Short Vowels A and I</p> <p>Lesson 7: Distinguishing Short E, O, and I Sounds</p> <p>Lesson 8: Identifying and Editing for Short E, O, and U Sounds</p> <p>Lesson 9: Vocalizing Vowel Sounds to Notice Differences</p> <p>Lesson 10: Introducing New high frequency Words</p> <p>Lesson 11: Using Interactive Writing to Build Ownership and Support Transfer</p> <p>Lesson 12: Making New Words by Changing Vowels and Other Letters</p> <p>Lesson 13: Every Syllable Has At least One Vowel</p> <p>Lesson 14: Segmenting Bigger Words by Syllable</p> <p>Lesson 15: Distinguishing Short-Vowel Sounds in Bigger Words</p> <p>Lesson 16: Vowels Make More Than One Sound</p> <p>Lesson 17: Becoming More Automatic with Digraphs</p> <p>Lesson 18: Flexibility with Vowel Power, Word-Part Power, and High Frequency Word Power in Writing</p> <p>Lesson 19: Mabel’s Graduation and a Celebration of Vowel Power</p>		
<b>Unit 5: Playing with Phonics</b>			
<b>Overview</b>	<p>Students will be able to independently use their learning to "teach" others about the many phonics skills they have learned throughout the school year.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>We can use blends and digraphs to read and write more difficult words.</li> <li>We can write words using our phonics knowledge.</li> <li>Writing words part by part is more efficient than writing letter by letter.</li> </ul>		

<b>Unit Learning Bends</b>	Bend I: Playing with Sounds	<p>In this bend, students will move from animal and invented sounds to exploring sounds and sound effects in books. This practice will continue essential phonological awareness work. While students begin to think about the sounds they hear and write, they will learn about consonant blends and will be introduced to the “blends and digraphs” chart. The exploration of poetry will provide children with new and inventive ways to apply their growing phonics knowledge.</p>	Priority Standards across the Unit that will be addressed:  RF.3a RF.3b RF.3c RF.3d
	Bend II: Writing Longer Words	<p>In this bend, students get to experiment with tackling longer words and contemplating how to record these sounds. While tackling words, students will need to use their phonics knowledge to come up with reasonable spellings. These words will present more opportunities to try out more efficient and sophisticated spelling strategies, progressing from spelling letter-by-letter to familiar parts. Students will examine how different authors use sound effects in their writing. Students will add to their knowledge of high frequency words.</p>	
	Bend III: Playing with Phonics Poems	<p>In this bend, students will delve deeper into their work with poetry. They will read and create silly little rhymes. Important phonograms are introduced, and students will use this new knowledge of phonograms to spell words part-by-part. Students will have the opportunity to read and act out various poems in a readers’ theatre format. Students will revise using their new knowledge of blends and digraphs and will be introduced to a new poetic device: alliteration. This bend will end with a celebration such as a poetry cafe.</p>	

	<p>Bend IV: Phonics Projects</p>	<p>The final bend is a culmination of not just the work of this unit but of the entire kindergarten school year. This bend will be used to identify and support additional phonics concepts that students are ready to explore or need to review. This bend will focus on a phonics project, looking at works through the lens of various phonics characteristics and will end with the opportunity to teach others about their phonics project.</p>	
<p><b>Unit Resources</b></p>	<ul style="list-style-type: none"> <li>Teachers will utilize a variety of decodable texts.</li> </ul>		
<p><b>Lesson Topics across the Unit</b></p>	<p>Lesson 1: Playing with Sounds  Lesson 2: Listening for Sounds that Are “Hiding in the Edges” of Blends  Lesson 3: Reading Poetry with All You Know  Lesson 4: Playing with Poetry  Lesson 5: Revising Writing to Capture All the Sounds in Words  Lesson 6: “Magic” Spells for Writing Words  Lesson 7: Activating Word-Part Power to Write Longer Words  Lesson 8: Learning New High Frequency Words to Write Even More Words  Lesson 9: Using High Frequency Words and Blends to Add Sound Effects to Our Writing  Lesson 10: Writing Silly Rhyming Poems  Lesson 11: Building a Storehouse of Rhymes (-ick, -ell, -uck, -ow, -og)  Lesson 12: Revising Rhymes Using Blends and Digraphs  Lesson 13: Alliteration  Lesson 14: Writing Real Poetry Using All of Our Phonics Knowledge  Lesson 15: Launching Phonics Projects  Lesson 16: Comparing and Contrasting Words with the Letter /  Lesson 17: Being Flexible When You Read / Words  Lesson 18: Learning Even More about Words and Sounds  Lesson 19: Sharing All We’ve Learned about Vowels  Lesson 20: Celebrating Our Learning from Kindergarten</p>		