Phonics - Yearly Scope and Sequence

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **180**
Status: **Published**

NJSLS ELA - Phonics

L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
L.RF.K.2.A	Recognize and produce rhyming words.
L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
L.WF.K.1.A	Match upper and lowercase letters.
L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
L.WF.K.2.A	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
L.WF.K.2.D	Writing frequently used words accurately.

L.WF.K.2.E	Attempting phonetic spellings of unknown words.
L.WF.K.2.F	Writing initial and final consonant blends (must, slab, plump).

Correlating SLOs

NJSLS	Student Learning Objectives
L.RF.K.1. Demonstrate understanding of the organization and basic features of print. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.	• Students will be able to identify and name uppercase and lowercase letters. • Students will demonstrate understanding that letters represent sounds (phonemes) in spoken words • Students will segment spoken words into individual phonemes and blend phonemes to form simple words. • Students will be able to demonstrate basic knowledge of letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Students will be able to associate the long and short sounds with common spellings (graphemes) for the five major vowels. • Students will be able to read emergent-reader texts with purpose and understanding. • Students will be able to use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference.
L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Heggerty A. Recognize and produce rhyming words. - B. Count, pronounce, blend, and segment syllables in spoken words. - C. Blend and segment onsets and rimes of single-syllable spoken words. D. Orally repeat multi-syllable words and pronounce the separate syllables. E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends). F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to	• Students will be able to orally blend and segment syllables in spoken words (e.g., clap out the syllables in a word like "banana"). • Students will demonstrate understanding of rhyming words by identifying and producing words that rhyme. • Students will orally blend and segment onset and rime in single-syllable words (e.g., recognize that /b/ + /all/ = ball). • Students will be able to isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. • Students will demonstrate knowledge of letter-sound correspondences by correctly identifying the sounds of most consonants and some vowels.

make new words.	• Students will recognize common high-frequency words by sight. • Students will increase their vocabulary by identifying and understanding the meaning of new words encountered in texts. • Students will use context clues to determine the meaning of unfamiliar words in text
L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency words and grade level irregular words with automaticity. D. Recognize the parts of high-frequency words that are regular and the parts that are irregular. E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)	• Students will be able to recognize and read aloud common high-frequency words • Students will identify high-frequency words in context when reading simple texts. • Students will apply phonics skills to decode unfamiliar words using letter-sound knowledge and context clues. • Students will use knowledge of letter patterns (e.g., CVC words, initial consonant blends) to decode and read new words. • Students will read emergent-reader texts with accuracy and appropriate rate. • Students will read aloud with expression and intonation to reflect the meaning of the text. • Students will increase their vocabulary by understanding and using new words encountered in texts. • Students will use context clues and illustrations to determine the meaning of unfamiliar words
L.WF.K.1 Demonstrate command of the conventions of writing. A. Match upper and lowercase letters. B. Write upper and lowercase letters, with reference to a model. C. Write left to right and include a space between words. D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. E. Write a common grapheme (letter or letter group) for each phoneme. F. Orally segment the phonemes in any single syllable, spoken word.	• Students will demonstrate their ability to match uppercase letters to their corresponding lowercase letters • Students will write upper and lowercase letters of the alphabet with reference to a provided model • Students will write words left to right with spaces between words, demonstrating proper spacing and alignment • Students will identify and differentiate between letters that represent vowel phonemes and those that represent consonant phonemes in syllables. • Students will write a letter or letter group (grapheme) that corresponds to each phoneme (sound) in spoken words. • Students will be able to orally segment the individual phonemes (sounds) in any single-

	syllable spoken word.
L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o). B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word. C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds. D. Writing frequently used words accurately. E. Attempting phonetic spellings of unknown words.	• Students will be able to use letters that have a clear relationship to the sounds they represent to spell phonemes from beginning to end in simple words. • Students will be able to write or select the correct initial or final consonant to complete CVC words. • Students will be able to spell VC words with short vowel sounds, such as "at" and "in". • Students will be able to write frequently used words accurately in writing assignments and activities. • Students will attempt to spell unknown words phonetically based on their understanding of letter-sound relationships.

Rationale, Transfer Goals, and Enduring Understandings

UFLI

After more than two years of development and pilot testing, we are excited to introduce you to UFLI Foundations, an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

UFLI Foundations provides teachers with detailed but easy to follow lesson plans that all follow this eight-step routine:

Day 1 of Teaching the Skill

1. Phonemic Awareness
2. Visual Drill
3. Auditory Drill
4. Blending Drill
5. New Concept

Day 2 of Teaching the Skill

5. New Concept (review)
6. Word Work
7. Irregular Words
8. Connected Text

Steps 1 through 4 serve as a warm-up and review of previously taught concepts. Step 5 is an explicit introduction to a new concept including guided practice reading and spelling words. Steps 6 through 8 are opportunities to apply concepts through reading and writing activities at the word and text level.

Heggerty

This program provides 35 weeks of explicit and systematic phonemic awareness lessons for Kindergarten classrooms, with lessons for each day of the school week. The lessons are oral and auditory, and the words are not shown in print to the students. The lessons are 10-12 minutes and include:

- Rhyming
- Onset Fluency
- Blencing
- Isolating Final or Medial Phonemes
- Segmenting
- Adding
- Deleting
- Substituting

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific

How do letters make sounds? How do those sounds help us read and write?	• Letter Recognition and Sounds:
	  ○ "What sound does each letter make?"
	  ○ "How do we identify letters in words?"
	  ○ "Why is knowing letter sounds important for reading?"
		• Letter Recognition:
		  ○ "How can we identify uppercase and lowercase letters?"
		  ○ "What strategies can we use to recognize letters quickly?"

	• Phonemic Awareness:
	  ○ "How do we hear and identify different sounds in words?"
	  ○ "What are rhyming words, and why are they important?"
	  ○ "How can blending sounds together help us read?"
	• Letter Formation and Writing:
	  ○ "How do we write each letter?"
	  ○ "Why is proper letter formation important for reading and writing?"
	  ○ "What tools can we use to practice writing letters?"
	• Word Recognition and Sight Words:
	  ○ "What are sight words, and why do we need to know them?"
	  ○ "How do we recognize familiar words when we read?"
	  ○ "What strategies can we use to remember and read new words?"
	• Reading Comprehension:
	  ○ "How do we understand what we read?"
	  ○ "What clues can pictures give us about a story?"
		• Letter Sounds:
		  ○ "How do we associate each letter with its sound?"
		  ○ "What are some words that start with [specific letter sound]?"
		• Rhyming Words:
		  ○ "How do we identify words that rhyme?"
		  ○ "Why is recognizing rhyming words important for reading?"
		• Blending Sounds:
		  ○ "How do we blend sounds together to make words?"
		  ○ "What happens when we blend 'c' and 'at' together?"
		• Segmenting Words:
		  ○ "How do we break a word into its individual sounds?"
		  ○ "Why is segmenting words helpful when learning to read?"
		• Sight Words:
		  ○ "What are some common sight words we should know?"
		  ○ "How can we remember sight words when we read?"

	○ "Why is it important to read with expression and fluency?"	• Writing Letters: ○ "How do we form each letter correctly?" ○ "What tools can we use to practice writing letters?" • Reading Fluency: ○ "How can we read smoothly and without stopping?" ○ "Why is it important to read with expression?"

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Identify and name uppercase and lowercase letters of the alphabet.	
Orally blending and segmenting sounds to identify beginning, middle, and ending sounds in words	CVC word lessons, Word work section of each lesson. Heggerty lessons
Letters represent specific sounds in spoken words.	letter-sound pairings (Lessons 1-34)
Matching letters to their corresponding sounds (phonics) and using this knowledge to decode (read) and encode (spell) words	letter-sound pairings (Lessons 1-34)
Recognize and read high-frequency words that do not necessarily follow regular phonetic rules.	All lessons revolve around irregular high-frequency words
Applying knowledge of letter-sound relationships to read and spell simple CVC words.	letter-sound pairings (Lessons 1-34). Introduction to CVC words (lesson 5)
Using phonetic spelling strategies to write independently, attempting to spell words based on their sounds.	Lesson 5 and up

Bi-Weekly Scope and Sequence

Marking Period	Standards	Phonics

Trimester 1
 	
(September 8-December 1)
		UFLI -Each lesson should be taught for 2 days and an assessment should be given after teaching 2 skills. Assessments are located at the back of the book. Remediation and reteaching should be done during the small group instruction time
		
		Beginning October Week 2: Students should be given the Progress monitoring Spelling Assessment each Friday, unless otherwise indicated.
		
		<u>September</u>
		
		• Week 1: Getting Ready Lessons A-E.
		  ○ Heggerty: Week 1
		• Week 2: Getting Ready Lessons F-J
		  ○ Heggerty: Week 2
		• Week 3: Lessons 1 and 2
		  ○ Heggerty: Week 3
		
		<u>October</u>
		
		• Week 1: Lessons 3 and 4
		  ○ Heggerty: Week 4
		• Week 2: Lessons 5 and 6
		  ○ Heggerty: Week 5
		• Week 3: Lessons 7 and 8 (Short week. No assessment)
		  ○ Heggerty: Week 6
		• Week 4: Lessons 9 and 10
		  ○ Heggerty: Week 7

		• Week 5: Lessons 11 and 12
		  ○ Heggerty: Week 8
		
		<u>November</u>
		
		• Week 1: Lesson 13 (Assess Wednesday. Shortened week)
		  ○ Heggerty: Week 9
		• Week 2: Lessons 14 and 15 (Short week. No assessment)
		  ○ Heggerty: Week 10
		• Week 3: Lessons 16 and 17
		  ○ Heggerty: Week 11
		• Week 4: Lesson 18 (Assess Wednesday)
		  ○ Heggerty: Week 12

Trimester 2
 	
(December 2- March 10)
		UFLI -Each lesson should be taught for 2 days and an assessment should be given after teaching 2 skills. Assessments are located at the back of the book. Remediation and reteaching should be done during the small group instruction time. Students should be given the Progress monitoring Spelling Assessment each Friday, unless otherwise indicated.
		
		<u>December</u>
		
		• Week 1: Lessons 19 and 20
		  ○ Heggerty: Week 13
		• Week 2: Lessons 21 and 22
		  ○ Heggerty: Week 14
		• Week 3: Lessons 23 and 24
		  ○ Heggerty: Week 15

		January: • Week 1: Lesson 25 (No assessment. Shortened week) o Heggerty: Week 16 • Week 2: Lessons 26 and 27 o Heggerty: Week 17 • Week 3: Lessons 28 and 29 o Heggerty: Week 18 • Week 4: Lessons 30 and 31 (No assessment. Shortened week) o Heggerty: Week 19 • Week 5: Lessons 32 and 33 o Heggerty: Week 20 **February** • Week 1: Lessons 34 and 35a o Heggerty: Week 21 • Week 2: Lessons 35b and 35c o Heggerty: Week 22 • Week 3: Lessons 36a and 36b (Shortened week. No assessment) o Heggerty: Week 23 • Week 4: Lessons 37a and 37b o Heggerty: Week 24 **March** • Week 1: Lessons 39a and 39b o Heggerty: Week 25

		• Week 2 (partial) Lessons 40a and 40b ○ Heggerty: Week 26

Trimester 3
 	
(March 11- June 12)
		UFLI -Each lesson should be taught for 2 days and an assessment should be given after teaching 2 skills. Assessments are located at the back of the book. Remediation and reteaching should be done during the small group instruction time. Students should be given the Progress monitoring Spelling Assessment each Friday, unless otherwise indicated.
		
		<u>March</u>
		
		• Week 2 (continued): Lesson 40b
		  ○ Heggerty: Week 27
		• Week 3: Lessons 41a and 41b
		  ○ Heggerty: Week 28
		• Week 4: Lessons 41c and 42
		  ○ Heggerty: Week 29
		
		<u>April</u>
		
		• Week 1: Lessons 43 and 44
		  ○ Heggerty: Week 30
		• Week 2: Lessons 45 and 46
		  ○ Heggerty: Week 31
		• Week 3: Lessons 47 and 48
		  ○ Heggerty: Week 32
		• Week 4: Lessons 49 and 50

		○ Heggerty: Week 33 **<u>May</u>** • Week 1: Lessons 51 and 52 ○ Heggerty: Week 34 • Week 2: Lessons 53 and 54 ○ Heggerty: Week 35 • Week 3: Lessons 55 and 56 ○ Heggerty: Review previous weeks • Week 4: Lessons 57 and 58 (Shortened week. No assessment) ○ Heggerty: Review previous weeks **<u>June</u>** • Week 1: Lessons 59 and 63 ○ Heggerty: Review previous weeks • Week 2: Lessons 64 and 65 ○ Heggerty: Review previous weeks • Week 3: Lesson 66 ○ Heggerty: Review previous weeks