Phonics - Yearly Scope and Sequence

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

NJSLS ELA - Phonics

	Phonological Awareness
L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	Phonics and Word Recognition
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.1.D	Recognize that each syllable is organized around a vowel sound.
L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
L.WF.1.2.A	Short vowels and single consonants.
L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
L.WF.1.2.C	Initial and final consonant blends (must, slab, plump).

L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

Correlating SLOs

NJSLS	Student Learning Objectives
L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	A. Distinguish long from short vowel sounds in spoken single-syllable words. • Objective: Students will be able to listen to spoken single-syllable words and accurately identify whether the vowel sound is long or short. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • Objective: Students will be able to blend individual phonemes, including consonant blends, to form single-syllable words when prompted orally. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Objective: Students will be able to isolate and pronounce the beginning, middle (vowel), and ending sounds in single-syllable words when spoken. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • Objective: Students will be able to break down spoken single-syllable words into their individual sounds in the correct order.
L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words.	1. Consonant Digraphs • Objective: Identify and correctly pronounce common consonant digraphs in words. 2. Regularly Spelled One-Syllable Words • Objective: Decode one-syllable words that follow regular spelling patterns. 3. Final -e and Vowel Teams • Objective: Understand and apply the final -e

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.	rule and common vowel team conventions for long vowel sounds. 4. Long and Short Vowel Sounds • Objective: Distinguish between long and short vowel sounds in regularly spelled one-syllable words. 5. Two-Syllable Word Decoding • Objective: Break down two-syllable words into syllables and decode them using knowledge that each syllable must contain a vowel sound. 6. High-Frequency and Irregular Words • Objective: Read high-frequency and grade-level irregular words with automaticity. 7. Recognizing Regular and Irregular Parts of Words • Objective: Identify and distinguish the regular and irregular components of high-frequency words.
L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound.	**A. Write the upper and lowercase alphabets from memory.** • Objective: Students will be able to independently write all 26 upper and lowercase letters of the alphabet from memory, ensuring proper formation and sequence. **B. Write a common grapheme (letter or letter group) for each phoneme.** • Objective: Students will identify and write the corresponding grapheme (letter or group of letters) for each phoneme (distinct sound) in spoken words. **C. Orally segment the phonemes in any single-syllable, spoken word.** • Objective: Students will be able to break down a single-syllable word into its individual phonemes orally, demonstrating an understanding of how sounds contribute to word formation.

	D. Recognize that each syllable is organized around a vowel sound. • Objective: Students will understand and identify that every syllable contains a vowel sound and will be able to recognize the vowel sound as the core of the syllable.
L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with: A. Short vowels and single consonants. B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). C. Initial and final consonant blends (must, slab, plump).	1. Demonstrate understanding of short vowel sounds and single consonants: o Students will correctly spell words with short vowel sounds (e.g., cat, bed, pig, pot, cup). o Students will accurately encode words with single consonants (e.g., fan, dog, red, sun). 2. Spell words with consonant graphemes and digraphs: o Students will correctly spell words containing consonant graphemes like qu (e.g., quiz, quick), x (e.g., fox, box), and -ck (e.g., back, duck). o Students will accurately encode words with consonant digraphs such as th (thin), sh (shop), wh (when), ch (much), and ng (sing). o Students will spell words with doubled consonants (e.g., off, will, mess). 3. Encode words with initial and final consonant blends: o Students will correctly spell words with initial consonant blends such as st, sl, pl (e.g., must, slab, plump). o Students will accurately encode words with final consonant blends (e.g., fast, left, milk).

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

Day 2 of Teaching the Skill

5. New Concept
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 24 weeks of explicit and systematic phonemic awareness lessons for 1st and 2nd grade 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 8-12 minutes and include:

- Rhyming
- Initial Phoneme Isolation
- Blending
- Phoneme Isolation: Final or Medial Sounds
- Segmenting

- Adding
- Deleting
- Substituting

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
• How do we recognize and produce rhyming words? • What strategies help us hear and identify different sounds in words? • Why is it important to break words into syllables, and how do we do it? • How can we blend sounds to form words and segment words into sounds?	Phonological Awareness	• (L.RF.1.2a) Understanding rhyming patterns helps in decoding and creating meaning from words. • (L.RF.1.2b) Recognizing individual sounds (phonemes) within words is crucial for reading and spelling. • (L.RF.1.2c) Syllable segmentation aids in pronunciation and spelling. • (L.RF.1.2d) Blending and segmenting phonemes are foundational skills for reading fluency.
• How can understanding letter-sound patterns help us read words? • How does dividing a word into syllables help us read and understand it?	Reading	• (L.RF.1.3b) - Decode regularly spelled one-syllable words. • (L.RF.1.3e) - Decode two-syllable words following basic patterns by breaking the words into syllables.
• How do different letter combinations make specific sounds in words? • How do silent letters change the sound of a word? • How can identifying vowel sounds help us break words into syllables? • Why is it important to recognize high-frequency words quickly and	Phonics	• (L.RF.1.3a) - Know the spelling-sound correspondences for common consonant digraphs. • (L.RF.1.3c) - Know final -e and common vowel team conventions for representing long vowel sounds. • (L.RF.1.3d) - Use knowledge that every

accurately? • Why do some words not follow the usual spelling rules, and how can we remember them?		syllable must have a vowel sound to determine the number of syllables in a printed word. • (L.RF.1.3f) - Recognizing high-frequency words, reading with fluency. • (L.RF.1.3g) - Recognize and read grade-appropriate irregularly spelled words.
• How do we form letters correctly to improve our writing? • What are the steps we can take to ensure our writing is neat and clear? • How do we use spacing, size, and alignment to make our writing more readable? • Why is it important to apply phonics skills when writing words? • How do we use our phonics knowledge to write words independently? • Why do we need to learn high-frequency words, and how can we remember them? • How can we spell and write words with common consonant blends and digraphs?	Writing and Foundational Skills	• (L.WF.1.1a) Proper letter formation is essential for legibility and effective communication. • (L.WF.1.1b) Consistent practice in handwriting leads to clearer written expression. • (L.WF.1.1c) Understanding the importance of spacing and alignment helps in organizing written work. • (L.WF.1.1d) Applying phonics skills in writing aids in spelling accuracy. • (L.WF.1.2a) Phonics application enables independent writing and spelling. • (L.WF.1.2b) Mastering high-frequency words enhances writing fluency. • (L.WF.1.2c) Recognizing and applying knowledge of blends and digraphs improves spelling and writing.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
L.RF.1.2a - Understanding Rhyming Patterns	• Recognizing and producing rhyming words.

L.RF.1.2b - Recognizing Individual Sounds (Phonemes) in Words:	• Identifying beginning, middle, and ending sounds in simple words.
L.RF.1.2c - Syllable Segmentation	• Counting, pronouncing, blending, and segmenting syllables in spoken words.
L.RF.1.2d - Blending and Segmenting Phonemes	• Blending and segmenting simple CVC (consonant-vowel-consonant) words.
L.RF.1.3a: Phonics knowledge enables decoding of new words.	• Teaching the basic relationship between letters and sounds.
L.RF.1.3e: Knowing that every syllable must have a vowel sound.	• Identifying syllables in simple words and teaching vowels are central to syllables
L.RF.1.3g: Recognizing and reading common high-frequency words by sight.	• Reading, writing, creating, highlighting common sight words from the previous grade and continually add to the list as students progress

Yearly Scope and Sequence

Grade 1 Phonics Scope & Sequence

Career Awareness, Exploration, Preparation, and Training

	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

21st Century Skills

CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

	Sentence Composition (Grammar, Syntax, and Punctuation)
L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.