Phonics - Yearly Scope and Sequence

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

NJSLS ELA - Phonics

Correlating SLOs

NJSLS	Student Learning Objectives
L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.	
L.WF.2.1. Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.	ci, ce /s/ lesson and worksheet

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). D. Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have).	squ, scr, str lesson and worksheet Contraction Lesson and Worksheet Homophone Lesson and Worksheet Possessive and Plurals lesson and worksheet Compound Word Video en word family video

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 Questions

Phonics and Word Analysis (L.RF.2.3)

1. How can we use phonics and word analysis skills to decode and understand new words?
    - This question encourages students to explore how phonics rules help them read and comprehend words. It emphasizes applying phonics knowledge to new vocabulary.
2. What are some common vowel teams and how do they affect the pronunciation of words?
    - This question focuses on recognizing and understanding common vowel teams (e.g., "ai," "oa") and their role in determining the pronunciation of words.
3. How do prefixes and suffixes change the meaning of words?
    - This question helps students analyze how adding prefixes (e.g., "un-") and suffixes (e.g., "-ed") alters the meaning of a word.
4. What strategies can we use to identify and read words with irregular spelling patterns?
    - This question encourages students to develop strategies for recognizing and reading words that do not follow regular spelling rules.
5. How can we distinguish between the regular and irregular parts of high-frequency words?
    - This question prompts students to break down high-frequency words into regular and irregular components to aid in reading and spelling.

Writing Conventions (L.WF.2.1)

1. Why is it important to write legibly and fluently, and how does it support effective writing?
    - This question addresses the importance of clear handwriting and fluent writing in conveying ideas effectively.
2. How do different graphemes represent the same phoneme, and how can we use this knowledge in our writing?
    - This question focuses on understanding the different letter combinations that represent the same sound (e.g., "f" and "ph" for /f/) and applying this knowledge in spelling and writing.

Spelling and Encoding (L.WF.2.2)

1. How can we use position-based patterns and complex consonant blends to spell words

correctly?

    - This question helps students identify and apply spelling patterns such as "ch" and "scr" to improve their spelling.

2. What are vowel teams and how do they help us spell long vowel sounds?

    - This question focuses on understanding and using vowel teams (e.g., "ow," "oo") for accurate spelling of long vowel sounds.

3. How do contractions and homophones differ, and how can we use this knowledge to spell and use them correctly?

    - This question helps students differentiate between contractions (e.g., "we'll") and homophones (e.g., "bear" vs. "bare") and understand their correct usage.

4. What are some common patterns and rules for spelling plurals and possessives?

    - This question addresses the rules for forming plurals (e.g., "cats") and possessives (e.g., "cat's") and how to apply them.

5. How do prefixes and suffixes affect word meanings and spellings?

    - This question focuses on understanding how adding prefixes and suffixes changes both the meaning and the spelling of words.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
	1. Phonemic Awareness and Phonics • Phoneme Segmentation: Ability to break words into individual sounds. • Blending Phonemes: Combining individual sounds to form words. • Sound Matching: Identifying words that begin or end with the same sounds. • Rhyming: Recognizing and generating words that rhyme. • Letter-Sound Correspondence: Knowing the sounds associated with each letter and common letter combinations. 2. Basic Word Decoding • Simple Consonant-Vowel-Consonant (CVC) Words: Decoding words like "cat," "dog," "bat."

- Short Vowel Patterns: Recognizing and decoding short vowel sounds (e.g., “sit,” “hop”).
- Basic Blends and Digraphs: Understanding common blends (e.g., “bl,” “st”) and digraphs (e.g., “sh,” “ch”).

3. Vocabulary Development

- High-Frequency Words: Recognizing and reading common sight words.
- Basic Vocabulary: Understanding simple words and their meanings.

4. Early Writing Skills

- Letter Formation: Writing letters correctly.
- Spelling Simple Words: Spelling CVC and simple vowel-consonant (VC) patterns.

Spiraling Skills

1. Advanced Phonics and Word Analysis

- Vowel Teams and Diphthongs: Recognizing common vowel teams (e.g., “ea” in “bread,” “ai” in “rain”) and diphthongs (e.g., “ou” in “house”).
- Long Vowel Patterns: Decoding words with long vowels (e.g., “cake,” “boat”).
- Prefixes and Suffixes: Understanding common prefixes (e.g., “un-,” “re-”) and suffixes (e.g., “-ing,” “-ed”).

2. Complex Consonant Blends and Digraphs

- Complex Blends: Recognizing and decoding words with blends like “scr,” “str,” and “squ.”
- Less Common Consonant Combinations: Understanding words with less common consonant patterns (e.g., “kn,” “wr”).

3. Advanced Word Decoding

- Two-Syllable Words: Decoding regularly spelled two-syllable words with long vowels.
- Compound Words: Breaking down and understanding compound words (e.g., “sunflower,” “snowman”).

	4. Spelling and Writing Conventions • Contractions: Understanding and correctly using contractions (e.g., “we’ll,” “don’t”). • Possessives: Using possessive forms correctly (e.g., “its,” “it’s”). • Plurals: Understanding regular and irregular plural forms (e.g., “cats,” “children”). 5. High-Frequency and Irregular Words • Reading Irregular Words: Recognizing and reading high-frequency and irregularly spelled words (e.g., “friend,” “would”). • Automaticity: Reading high-frequency words with fluency and accuracy. 6. Writing and Composition • Legible Writing: Writing legibly with correct letter formation. • Spelling Patterns: Applying spelling patterns to new words (e.g., consonant doubling, dropping silent-e). 7. Advanced Vocabulary and Usage • Homophones: Differentiating between homophones (e.g., “bear” vs. “bare”). • Contextual Understanding: Using vocabulary knowledge to understand context in reading and writing.

Pacing Guide

UFLI Pacing Guide - https://drive.google.com/file/d/1isXAaosHUKw-i90pD0QMBhshBwmnEtRM/view?usp=sharing

Trimester	Standards	Phonics
Trimester 1	L.RF.2.3 B, E, F, G L.WF.2.1 A, L.WF.2.2 A i, ii, vii, B i, iii, C ii, D i, ii	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 First week of school: Review letter sounds as needed (Getting Ready Lessons) Second week of School: CVC, Nasal A, VC & CVC (Lessons: 10, 19) Pacing Guide - https://drive.google.com/file/d/1isXAaosHUKw-i90pD0QMBhshBwmnEtRM/view?usp=sharing Heggerty • Complete Weeks 8-20
Trimester 2	L.RF.2.3 A, B, C, D, E, F, G L.WF.2.1 A, B i,ii, iii, iiii, iv, L.WF.2.2 A vii, B i, ii, iii, C ii, Di ii	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 Pacing Guide - https://drive.google.com/file/d/1isXAaosHUKw-i90pD0QMBhshBwmnEtRM/view?usp=sharing Heggerty

		• Complete Weeks 21-30 (lessons 25-30 as intervention)
Trimester 3	L.RF.2.3 A, B, C, D, E, F, G L.WF.2.1 B i,ii L.WF.2.2 A i, B i, iii, C i, ii, Di ii	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 Pacing Guide - https://drive.google.com/file/d/1isXAaosHUKw-i90pD0QMBhshBwmnEtRM/view?usp=sharing
		Heggerty Decodables