

# Phonics Unit 2(T2)- Grade 1

Content Area: **Reading**  
Course(s): **Writing 3**  
Time Period: **September**  
Length: **All year**  
Status: **Published**

## Unit Overview

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### PHONICS UNIT 2 (December-March)

Unit 6 is weeks long, Unit 7 is 3 weeks, & Unit 8 is two weeks. This makes for a total of 8 weeks with some room for reteaching if necessary. Continue to use the Unit 3-11 Scale for these skills, keeping in mind that it will not be completed by the end of Trimester 2. This skills covered are as listed below:

- **Unit 6**-Baseword with suffix -s, pluralization, reading with accuracy & prosody, high frequency words.
- **Unit 7**- Glued sounds -ang,-ing,-ong,-ung, -ank,-ink,-onk,-unk, Reading with accuracy & prosody, high frequency words
- **Unit 8**- Consonant blends, digraph blends, adding suffix -s to words with 4 sounds, r-controlled vowels, reading with accuracy & prosody, high frequency words.

## Priority Standards

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LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

## Essential Questions

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- How can I spell words with blends?
- How can I spell words with different glued sounds?
- How can I spell words with digraph blends?
- How can suffix -s change the meaning of a word?
- What does reading with fluency sound like?
- What does reading with prosody sound like?

- What is a blend?
- What is a digraph blend?
- What is a glued sound?

## Learning Plan (Skills and Activities)

Unit & Week	Skills Addressed	Activities	Learn
<b>Unit 6 Week 1</b>	<ul style="list-style-type: none"> <li>• Read a short text with accuracy &amp; fluency.</li> <li>• Recognize &amp; spell basewords with suffix -s and trick words.</li> <li>• Read &amp; spell new trick words and basewords with suffix -s</li> <li>• Recognize &amp; spell basewords with suffix -s.</li> <li>• Understand that adding suffix -s to a baseword makes it plural.</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds</li> <li>• Word Play</li> <li>• Intro New Concepts</li> <li>• Make it Fun</li> <li>• Dictation (White board)</li> <li>• Word of the Day</li> <li>• Teach Trick Words: Reading and Spelling</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Dictation (Notebook)</li> <li>• Word Talk</li> <li>• Storytime</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, read, basewords with within a sentence</li> <li>• I can read simple fluency.</li> </ul>
<b>Unit 6 Week 2</b>	<ul style="list-style-type: none"> <li>• Read a short text with accuracy &amp; fluency and identify words with suffix -s.( Mack and Bugs)</li> <li>• Recognize &amp; spell basewords with suffix -s and trick words.</li> <li>• Read &amp; spell new trick words.</li> <li>• Differentiate between words with suffix -s and words that end in the /s/ sound.</li> <li>• Recognize, read, &amp; spell trick words and basewords with suffix -s</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds</li> <li>• Word of the Day</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Dictation (Whiteboards)</li> <li>• Make it Fun</li> <li>• Word of the Day</li> <li>• Dictation (Notebook)</li> <li>• Teach Trick Words: Reading and Spelling</li> <li>• Word Play</li> <li>• Word Talk</li> <li>• Story Time</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, read, basewords with within a sentence</li> <li>• I can read simple fluency.</li> </ul>
<b>Unit 6 Week 3</b>	<ul style="list-style-type: none"> <li>• Recognize, read, &amp; spell trick words and basewords with suffix -s in isolation and within a sentence (Unit 6 Assessment)</li> <li>• Read a short text with accuracy &amp; fluency .</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds</li> <li>• Dictation 5 Day Check Up</li> <li>• Intro New Concepts</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Dictation (Whiteboard)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, read, basewords with within a sentence</li> <li>• I can read simple fluency.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize, read, &amp; spell trick words and basewords with suffix -s.</li> <li>• Understand that adding suffix -s to a verb basewords changes its tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Word of the Day</li> <li>• Teach Trick Words: Reading &amp; Spelling</li> <li>• Word of the Day</li> <li>• Make it Fun</li> <li>• Dictation (Notebook)</li> <li>• Word Talk</li> <li>• Storytime</li> <li>• Unit Test</li> </ul>	
<b>Unit 7 Week 1</b>	<ul style="list-style-type: none"> <li>• Read a short text with accuracy &amp; fluency and identify words with glued sounds.(King Sam)</li> <li>• Identify and spell words with glued sounds.</li> <li>• Read and spell new trick words &amp; words with glued sounds.</li> <li>• Recognize &amp; spell words with glued sounds, -ang,-ing,-ong,-ung</li> <li>• Understand &amp; tap out glued sounds - ang,-ing,-ong,-ung</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds</li> <li>• Intro New Concept</li> <li>• Word of the Day</li> <li>• Make it Fun</li> <li>• Teach Trick Words: Reading &amp; Spelling</li> <li>• Dictation (Whiteboard)</li> <li>• Word talk</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Story Time</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, read, basewords with s in isolation and</li> <li>• I can read simple fluency.</li> </ul>
<b>Unit 7 Week 2</b>	<ul style="list-style-type: none"> <li>• Read a short text with accuracy &amp; fluency and identify words with glued sounds.(King Sam)</li> <li>• Read &amp; spell new trick words and words with glued sounds, -ank,-ink,-onk,-unk</li> <li>• Understand &amp; tap out glued sounds - ank,-ink,-onk,-unk</li> </ul>	<ul style="list-style-type: none"> <li>• Intro New Concept</li> <li>• Drill Sounds</li> <li>• Word of the Day</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Word Play</li> <li>• Teach Trick Words: Reading &amp; Spelling</li> <li>• Dictation (Whiteboard)</li> <li>• Make it Fun</li> <li>• Dictation (Notebook)</li> <li>• Word Talk</li> <li>• Storytime</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, read, basewords with s in isolation and</li> <li>• I can read simple fluency</li> </ul>
<b>Unit 7 Week 3</b>	<ul style="list-style-type: none"> <li>• Recognize, read, &amp; spell trick words and basewords with glued sounds and suffix -s in isolation and within a sentence. (Unit 7 Assessment)</li> <li>• Read a short text with accuracy &amp; fluency and identify words with glued</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds</li> <li>• Intro New Concept</li> <li>• Word of the Day</li> <li>• Echo/ Find Letters &amp; Words</li> <li>• Teach Trick Words:</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, read basewords with s in isolation and</li> <li>• I can read simple fluency</li> </ul>

	<p>sounds.(King Sam)</p> <ul style="list-style-type: none"> <li>• Read &amp; spell new trick words and words with glued sounds</li> <li>• Recognize, read &amp; spell trick words and basewords with glued sounds and suffix -s.</li> <li>• Read &amp; spell new trick words.</li> <li>• Read &amp; spell basewords with glued sounds and suffix -s.</li> </ul>	<p>Reading &amp; Spelling</p> <ul style="list-style-type: none"> <li>• Dictation (Whiteboards)</li> <li>• Make it Fun</li> <li>• Dictation (Notebook)</li> <li>• Word Talk</li> <li>• Storytime</li> <li>• Unit Test</li> </ul>	
<b>Unit 8 Week 1</b>	<ul style="list-style-type: none"> <li>• Read a short text with accuracy &amp; fluency and identify words with blends. (The Pink Dress)</li> <li>• Read and spell words with blends.</li> <li>• Read &amp; spell new trick words and recognize words with r-controlled vowels.</li> <li>• Read and spell words with blends and recognize words with r-controlled vowels.</li> <li>• Recognize and tap-out (segment) words with blends.</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds</li> <li>• Intro New Concept</li> <li>• Word of the Day</li> <li>• Make it Fun</li> <li>• Teach Trick words: Reading &amp; Spelling</li> <li>• Dictation (Whiteboard)</li> <li>• Word Talk</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Dictation (Notebook)</li> <li>• Storytime</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, read, blends, digraph l             <ul style="list-style-type: none"> <li>○ Recogniz baseword blends, a Assessm</li> <li>○ Read a sl fluency a blends. (</li> <li>○ Recogniz baseword -s.</li> <li>○ Read &amp; s</li> <li>○ Recogniz baseword -s.</li> <li>○ Recogniz words wi</li> </ul> </li> <li>• I can read simple fluency.</li> </ul>
<b>Unit 8 Week 2</b>	<ul style="list-style-type: none"> <li>• Recognize, read, &amp; spell basewords with blends, digraph blends, and suffix -s. (Unit 8 Assessment)</li> <li>• Read a short text with accuracy &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds</li> <li>• Intro New Concept</li> <li>• Word of the Day</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Word Play</li> <li>• Make it Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, read, blends, digraph l</li> <li>• I can read simple</li> </ul>

	fluency and identify words with blends. (The Pink Dress) <ul style="list-style-type: none"> <li>• Recognize, read, &amp; spell basewords with blends and suffix -s.</li> <li>• Read &amp; spell new trick words.</li> <li>• Recognize, read, &amp; spell basewords with blends and suffix -s.</li> <li>• Recognize digraph blends and words with r-controlled vowels.</li> </ul>	<ul style="list-style-type: none"> <li>• Dictation (Notebook)</li> <li>• Teach Trick Words: Reading &amp; Spelling</li> <li>• Dictation (Whiteboard)</li> <li>• Word Talk</li> <li>• Story Time</li> <li>• Unit Test</li> </ul>	fluency.
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### **Unit 6-8 Targets (from Unit 3-11 Scale)**

Targets progress from bottom to top to show progression toward the learning goal.

#### **I Can....**

- End Unit 6
- End Unit 7
- End Unit 8
- Read a text with accuracy & fluency.
- Read a text with accuracy and appropriate rate.
- Read a short text with accuracy & fluency.
- Recognize & read trick words
- Recognize & read trick words
- Recognize & read trick words
- Segment, read & spell base words with blends, digraph blends, & suffix -s in isolation & within a sentence.
- Segment, read & spell base words with glued sounds (ang,ing,ong,ung,ank,ink,onk,unk) in isolation & within a sentence.
- Segment, read & spell base words with suffix -s in isolation & within a sentence.

### **Unit Assessments (Required)**

- Unit 6 Assessment
- Unit 7 Assessment

- Unit 8 Assessment

## Technology Integration

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Using the list tab to include the standards from 8.1 and 8.2 that can be incorporated into this unit. Here's the link to the website: [Technology Standards 8.1 & 8.2](#) Look at the standards under the PDF for both 8.1 and 8.2 when deciding what standards to list. Think about- what standards COULD be covered in this unit as part of integration of technology- not necessarily what HAVE I covered. Think only about those that are relevant to THIS unit of study!

Website name	Web address
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starfall	www.starfall.com
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abcya	www.abcya.com
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Wilson's Learning Academy	www.wilsonacdaemy.com
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- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

## Cross Curricular Connections

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**Reading:** Building strength in our decoding skills will also help our fluency, rate, & prosody. We also work with short stories and reinforce comprehension skills.

**Writing:** Students continually work on writing mechanics such as capitalizing names, dates, and the beginning of sentences, & appropriately using different types of punctuation marks.

## 21st Century Life & Career Ready Practices

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- CRP1. Act as a responsible and contributing citizen and employee.

- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

## **Materials and Resources**

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- Dry Erase Boards
- Echo/Baby echo
- Large Sound Cards
- Large Writing Grid
- Mark It Up Poster
- Sentence Frames
- Sound Posters
- Standard Sound cards (as introduced)
- Student Journals
- Student Letter Magnetic Boards with Letter Tiles (letters added as they are introduced)
- Student Notebooks
- Suffix Frames
- Syllable Frames
- Teacher's Manual Level 1
- Vowel Extension Poster
- Wilsonacademy.com
- Word of the Day Cards