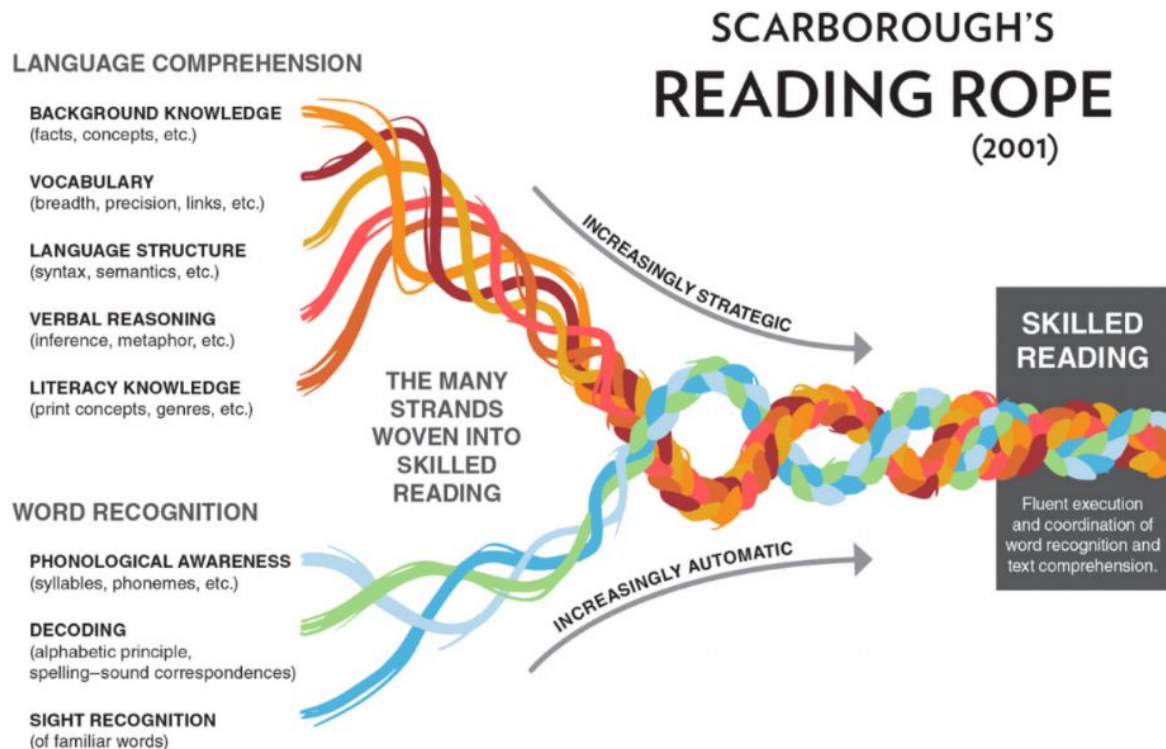


WPS Phonics and Word Study

Erin Conley and Kristen Stevens

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What makes a good reader?



Grades K–2

UFLI Foundations



K- 2 Units

- Use UFLI as major resource
- Utilize a sound wall
- Focuses on Word Recognition on *Scarborough's Rope*
- Follows a very routine procedure for each lesson
 - Phonemic Awareness
 - Visual Drill
 - Auditory Drill
 - Blending Drill
 - New Concept
 - Word Work
 - Irregular Words
 - Connected Text
- 5 Day Pacing
 - New Concept 1 Day 1- Steps 1-5
 - New Concept 1 Day 2- Steps 6-8
 - New Concept 2 Day 1- Steps 1-5
 - New Concept 2 Day 2- Steps 6-8
 - Review and Assessment

Sound Wall









Vowel Valley

Diphthongs

R-Controlled Vowels

Lessons for Little Ones

The graphic features a blue sky background with a white mountain range. The mountain is composed of various shapes and colors, including yellow, orange, and red. The words are placed on the mountain in a way that they appear to be part of the landscape. The words are categorized by vowel sounds: Vowel Valley (top), Diphthongs (left), and R-Controlled Vowels (right). The mountain is shaped like a large 'A' or 'V'.

Stops					Nasals				
 p pill pop	 b bat	 t tiger tuffin	 d deck dapper	 k kite kick	 g gate egg	 m mole mammal	 n nest nag	 ng ring	
Fricatives									
 f fish phone muffin	 v vase five	 th thumb thick, hot	 th thick, hot	 s sun saw sister silly, glass	 z zebra zoo zebra	 sh sheep lion ship, again	 zh zoo zoo, please	 h hat	
Affricates			Glides		Liquids		Two Sounds		
 ch chess chicken chocolate chicken	 j jam jet cage cage	 wh wheel white	 w wheel wheel	 y yogurt yogurt	 l lion lion	 r rocket rocket	 qu queen queen	 x box box	

Grade 2 Phonics Unit 2

Willington Public Schools

Grade 2 Phonics

Unit 2 Description

This second unit is about continuing to develop more complicated decoding strategies in second grade phonics instruction. Students move from decoding single syllable words and individual letters and sounds into multisyllabic words and vowel teams and diphthongs. Instruction includes articulation and writing of consonant trigraphs tch and dge; long VCC endings (-ild, -old, -ind, -olt, -ost); r-controlled vowels; vowel teams; and diphthongs oi, oy, ou and ow. Irregular words focused on in this unit include woman, women, many, both, fourth, for, forty, people, pretty, nothing, other, another, mother, brother, today, very, above, among, again, against, always, almost, floor, door, poor, won, son, mouth, hour, minute, Monday, Wednesday, February, eye, heart, *father* and *water*. *Italicized* words mean they are temporarily irregular because students have not learned the pronunciation/spelling pattern or articulation of the phonemes and graphemes in those words yet.

Standards

Common Core State Standards

Priority and Supporting

RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

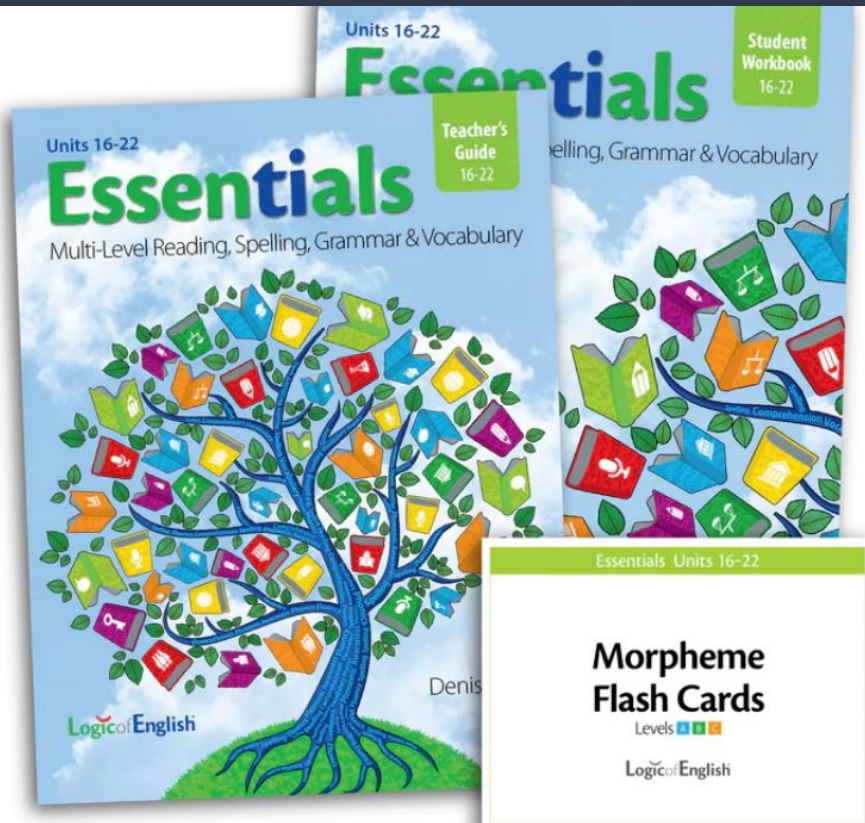
RF2.3b Know spelling-sound correspondences for additional common vowel teams.

RF2.3c Decode regularly spelled two-syllable words with long vowels.

RF2.3d Decode words with common prefixes and suffixes.

RF2.3e Identify words with inconsistent but common spelling-sound correspondences.

Logic of English Essentials



3-4 Units

Major need with closing the knowledge gap between where students are and where they need to be requires

- Blending UFLI and Logic of English Essentials
 - Grade 3 phases out UFLI at Unit 4
 - Grade 4 still uses UFLI for small group needs
- Use of sound wall
- Targeted small group teaching around , phonemic awareness or phonic skills
- Some lessons use *Morpheme Magic* by Denise Eide
 - <https://morphememagic.com/>
- Ties to mentor texts and increase engagement

[Grade 3 Unit 2](#)

[Grade 4 Unit 3](#)

5-8 Units

- Same components as K-4 unit template without routine section because in upper grades different parts of *Essentials* are used so it is not always routine
- *Essentials* Spelling Journals are used to categorize words and fill gaps as we transition
- Units are shorter than K-4 because word study is built into regular ELA block
- Uses *Logic of English: Essentials*, Denise Eide as major resource but also utilizes *Morpheme Magic* Deb Glaser
- As we implement we will add mentor text connections but timing was a concern so we wanted to implement then figure out how much supplementing we can do