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
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 trigrams th and ch, long VOC endings (+il, -old, -and, -oat, -ost), r-controlled vowels, vowel teams, and diphthongs oy, ou and ow. Irregular words focused on in this unit include woman, women, man, 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

<table>
<thead>
<tr>
<th>Common Core State Standards</th>
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<tr>
<td>Priority and Supporting</td>
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<tr>
<td><strong>RF2.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<td><strong>RF2.3a</strong> Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
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<td><strong>RF2.3b</strong> Know spelling-sound correspondences for additional common vowel teams.</td>
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<td><strong>RF2.3c</strong> Decode regularly spelled two-syllable words with long vowels.</td>
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<td><strong>RF2.3d</strong> Decode words with common prefixes and suffixes.</td>
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<td><strong>RF2.3e</strong> Identify words with inconsistent but common spelling-sound correspondences.</td>
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Logic of English Essentials
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/](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