

K-2 PHONICS LESSON FRAMEWORK

Prepare	Preparation: Pre-work before the lesson begins		
	<p>Step 1: Review the Scope and Sequence and Lesson Plan for Focus Skills</p> <ul style="list-style-type: none"> ● What are the target phoneme/phonemes? ● What are the target sound/spelling correspondences? Sight Words? ● When in the lesson do scholars have the opportunity to practice these sound/spelling correspondences? <ul style="list-style-type: none"> ○ How do scholars practice the sounds and spellings in Soundbook? ○ Where do they appear in Oral Reading? ● What aspect(s) of fluency will scholars practice during Oral Reading? ● What key lines will scholars need to read fluently in order to make meaning of the story? <p>Step 2: Prepare Materials</p> <ul style="list-style-type: none"> ● Prepare anchor charts for Decoding and Fluency Bottom Lines ● Phonological and Phonemic Awareness: Any pictures or visuals to correspond to the activity, on a chart or a pocket chart. ● Code Mini Lesson: Prepare Code Chart/ Sound Chart (Growing chart as students learn sound/spelling correspondences) ● Sight Words: Cards with enough space to annotate the predictable sound/spelling correspondence ● Code Instruction: Turn Soundbook to the corresponding pages ● Oral Reading: Mark up teacher text and turn scholar texts to the correct page <p>Step 3: Prepare the Prompts</p> <ul style="list-style-type: none"> ● Internalize the prompts that align to the bottom lines in the lesson 		
1 Opening Routines 5-7 mins	Grade K	Grade 1	Grade 2
	<p>Phonological or Phonemic Awareness Activities</p> <ul style="list-style-type: none"> ● Syllable/ Onset-Rime/Phoneme-Level ● Students identify, match and discriminate, blend and segment word-parts and phonemes <p>Letter Name Mini-Lessons and Practice</p> <ul style="list-style-type: none"> ● Students are introduced to new letters and practice recognizing the composite shapes of the letters and identifying those letters in the environment ● Students practice automatic identification of letters learned so far <p>Sight Word Mini Lessons and Spiraled Practice</p> <ul style="list-style-type: none"> ● Students learn high-frequency words by connecting the sounds in the word to the letters ● Students store words in their long-term memory through continued decoding 	<p>Phonological or Phonemic Awareness Activities</p> <ul style="list-style-type: none"> ● Phoneme-level activities ● Students blend and segment phonemes to compose or decompose words and connect the sounds to spelling patterns <p>Letter Name Mini-Lessons or Practice (Remedial)</p> <ul style="list-style-type: none"> ● Students are introduced to new letters and practice recognizing the composite shapes of the letters and identifying those letters in the environment ● Students practice automatic identification of letters learned so far <p>Sight Word Mini Lessons and Spiraled Practice</p> <ul style="list-style-type: none"> ● Students learn high-frequency words by connecting the sounds in the word to the letters ● Students store words in their long-term memory through continued decoding practice of the word until they can read it by sight. 	<p>Phonological or Phonemic Awareness Activities</p> <ul style="list-style-type: none"> ● Phoneme-level activities ● Students blend and segment phonemes to compose or decompose words and connect the sounds to spelling patterns <p>Sight Word Mini Lessons and Spiraled Practice</p> <ul style="list-style-type: none"> ● Students learn high-frequency words by connecting the sounds in the word to the letters ● Students store words in their long-term memory through continued decoding practice of the word until they can read it by sight.

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<p>2 Code Instruction 10-15 mins</p>	<p>Using: Reading Mastery Soundbook and Uncommon Soundbook Extension</p>		
	<p>Pre-Reading</p> <ul style="list-style-type: none"> Do What the Picture Shows <p>Phonological and Phonemic Awareness</p> <ul style="list-style-type: none"> Pronunciation (K-1) Oral Blending/ Say it Fast (K-1) <p>Sound/Spelling Correspondence</p> <ul style="list-style-type: none"> Letter/Sound Introduction (K-1) Sounds (K-1) Sound Firm Up (K-1) Sound Writing (K-2) <p>Building Accuracy and Automaticity</p> <ul style="list-style-type: none"> Sound it Out (K-2) Fast Way (K-2) Underlined Part/ Whole Word (1-2) 	<p>Phonological and Phonemic Awareness</p> <ul style="list-style-type: none"> Pronunciation (K-1) Oral Blending/ Say it Fast (K-1) <p>Sound/Spelling Correspondence</p> <ul style="list-style-type: none"> Letter/Sound Introduction (K-1) Sounds (K-1) Sound Firm Up (K-1) Sound Writing (K-2) 	<p>Sound/Spelling Correspondence</p> <ul style="list-style-type: none"> Letter/Sound Introduction (K-1) Sounds (K-1) Sound Firm Up (K-1) Sound Writing (K-2) <p>Building Accuracy and Automaticity</p> <ul style="list-style-type: none"> Sound it Out (K-2) Fast Way (K-2) Underlined Part/ Whole Word (1-2)
<p>3 Oral Reading and Fluency 20-30 mins</p>	<p>Materials: Decodable Readers</p>		
	<p><i>*Note: Begins for Grade K after STEP 1.</i></p> <p>Before Reading: Introduce a skill focus</p> <ul style="list-style-type: none"> Decoding Bottom Line Fluency Bottom Line Have scholars practice the skill in isolation <p>During Reading: Read through the passage at least twice with the goal of reading more fluently and automatically the second time.</p> <ul style="list-style-type: none"> Call scholars to read sentences and paragraphs If a scholar makes an error, allow them to finish the sentence to see if they self correct. Begin with a universal prompt, and follow with a bottom line prompt. Have scholars re-read for fluency. <p>After Reading:</p>		

- Question scholars about the STORY elements or key details of the text
- Ask: What did we do as good readers today to read fluently?