Phonics Instruction in Reading Street™ Common Core
Unit 1, Weeks 1–4
Welcome to Kindergarten!

- Reading Street Common Core introduces alphabetic knowledge and establishes classroom routines for the foundational skills of the Common Core State Standards.

Unit 1, Week 5
An Explicit, Systematic Scope and Sequence

- Segmenting and Blending begins with the introduction of consonants Mm/m/ and Tt/t/, and Short a.
- As required in the Common Core Foundational Skills, children will associate long and short vowel sounds with common spellings for the five major vowels. Throughout the year, whenever a short vowel is introduced, a long vowel is also introduced.

Unit 6—Ready for First Grade!

By the end of Unit 5, all content in the Kindergarten scope and sequence has been covered. Students have learned to:

- Demonstrate basic letter-sound correspondences by producing the most frequent sounds for each consonant.
- Associate the long and short sounds with the common spellings for the five major vowels.
- Demonstrate phonemic awareness and understanding of spoken words, syllables and sounds.
- Demonstrate the ability to read common high-frequency words by sight.

Unit 6 is devoted to authentic practice and application of these Kindergarten skills in preparation for Grade 1, where students will develop and add to their skills as required in the Common Core State Standards.
Print and Digital Activities
Interactive, multimodal experiences build understanding of sound-letter relationships.

Kindergarten Readers
Decodable Readers, in print and online, provide abundant reading practice and enable students to apply new phonemic awareness and phonics skills. Trucktown Get Set, Roll! Readers apply phonics skills in connected text. My Skills Buddy includes a Decodable Reader each week.

Ongoing Support for Tier II
The Response to Intervention Kit offers explicit instruction through strand-based reteaching mini-lessons that build phonological and phonemic awareness and phonics skills.
Welcome Back!

Grade 1

Grade 1 Readiness Unit
Provides an optional review of Kindergarten.

Units 2–6
Following Unit 1, students engage in rigorous and authentic practice and application with grade-level Phonemic Awareness and Phonics. By the end of Grade 1, students have learned and been assessed on:

• Knowing spelling-sound correspondences for common consonant digraphs.
• Decoding regularly spelled one-syllable words.
• Knowing final vowel -e and common vowel team conventions for representing long vowel sounds.
• Using knowledge that every syllable must have a vowel sound to determine number of syllables in a printed word.
• Decoding basic-patterned two-syllable words by breaking into syllables.
• Reading words with inflectional endings.
• Recognizing and reading grade-appropriate irregularly spelled words.
Highly Validated, Explicit, Systematic Scope and Sequence

Activities in phonemic discrimination, oral blending, and segmentation make children aware of the sounds they will focus on in the daily phonics lessons.

Student Edition Grade 1, Unit 2, Week 5: Phonics Lesson

Ongoing Support for Tier II

The Response to Intervention Kit offers explicit instruction through strand-based reteaching mini-lessons that build phonological and phonemic awareness and phonics skills.

Grade 1, Unit 2, Week 5: Digital Sound-Spelling Chart

Student Edition Grade 1, Unit 2, Week 5: Phonemic Awareness Lesson

Grade 1 Decodable Readers (print and online)
Grades 2 and 3

Hello Again!

Grade 2

In Grade 2, instruction continues to focus on sound-letter relationships. Mid-year, a shift occurs toward word study and word analysis, creating a smooth transition to Grade 3 and beyond. By the end of Grade 2, students have learned and been assessed on:

- Distinguishing long and short vowels when reading regularly spelled one-syllable words.
- Knowing spelling-sound correspondences for common vowel teams.
- Decoding regularly spelled two-syllable words with long vowels.
- Decoding words with common prefixes and suffixes.
- Identifying words with inconsistent but common spelling-sound correspondences.
- Recognizing and reading grade-appropriate irregularly spelled words.

Grade 3

By the end of Grade 3, students have learned and been assessed on:

- Identifying and knowing the meaning of the most common prefixes and derivational suffixes.
- Decoding words with common Latin suffixes.
- Decoding multisyllable words.
- Reading grade-appropriate irregularly spelled words.
Instructional Support

Word Work

Consonant Blends sqw, spl, thr, and str

You will need
- Teacher reads word cards
  - paper
  - pencils
- Letter Tiles

Pick six word cards from those provided by your teacher. Quietly say each word aloud. Use the
Letter Tiles to spell your words. Write sentences using three of your words.

Pick six word cards from those provided by your teacher and say each word. Use the Letter Tiles
to spell your words and then write sentences using each of your words.

Choose eight word cards from those provided by your teacher and say each word. Write your
words in a list and then write sentences using each of your words.

Practice Station Flip Charts

Ongoing Support for Tier II

The Response to Intervention Kit offers explicit instruction through strand-based reteaching
mini-lessons that build phonological and phonemic awareness and phonics skills.

Decodable Readers through Grade 3

Decodable Readers (print and online)

Online Letter Tile Drag and Drop
Unique. Explicit. Effective.

*Reading Street Common Core* provides sequential, cumulative instruction and practice opportunities for the full range of foundational skills.

Phonics instruction in *Reading Street Common Core* was inspired and informed by the work of early learning experts.