

Program Objectives

The following lists provide a general overview of the concepts taught at each grade level. Each concept is taught incrementally (i.e., in small pieces) and reviewed continually throughout the year after being introduced. The order below does not necessarily reflect the order in which concepts are taught.

Phonics K

- Students will learn the name, sound(s), and written form for each of the following: 26 letters; 5 digraphs; and 3 combinations.
- Students will begin learning **alphabet order**.
- Students will engage in **daily phonemic awareness activities**. Research has shown that such activities help create more successful readers by developing:
 - Awareness that words are made of individual sounds;
 - Ability to identify whether sounds are the same or different; ability to think of words whose sounds are the same or different;
 - Ability to identify initial, medial, and final sounds in spoken words (sound isolation);
 - Ability to recognize, isolate, and think of words containing particular sounds;
 - Ability to unblend sounds in words (phoneme segmentation);
 - Ability to recognize rhyming words and to think of rhyming words;
 - Ability to substitute sounds in spoken words;
 - Ability to manipulate sounds in spoken words;
 - Awareness that words are made of syllables; ability to identify the number of syllables in a word;
 - Awareness that sentences are composed of individual words; and
 - Ability to identify accent in words.
- Students will study and apply **3 vowel rules** to help determine the vowel sounds in monosyllabic and simple multisyllabic words.
- Students will learn and practice **2 spelling rules**—how to spell the /k/ sound in the initial and medial positions (letter *k*), and how to spell the /k/ sound in the final position (digraph *ck*).
- Students will learn and practice **1 syllable division pattern** (during the last week of lessons).
- Students will learn to **code the short and long sounds of vowels** using breves and macrons.
- Students are taught **situational reading**—that is, why letters may make one sound in one situation but a different sound in another situation.
- Students will learn to **unblend two- and three-letter words** in order to spell those words.
- Students will study **2 sight words** that must be memorized because they do not follow the phonetic rules taught.

Phonics 1

- Students will learn the name, sound(s) and written form for each of the following: 26 letters; 25 digraphs; 7 combinations; 3 trigraphs; 1 quadrigraph; 4 diphthongs; and 13 final, stable syllables.
- Students will become proficient with **alphabet order**.
- Students will engage in frequent **phonemic awareness activities** (daily the first half of the year). Research has shown that these activities help create more successful readers by developing:
 - Awareness that words are made of individual sounds;
 - Ability to identify whether sounds are the same or different; ability to think of words whose sounds are the same or different (word-to-word matching);
 - Ability to identify initial, medial, and final sounds in spoken words (sound isolation);
 - Ability to recognize, isolate, and think of words containing particular sounds;
 - Ability to unblend sounds in words (phoneme segmentation);
 - Ability to recognize rhyming words and to think of rhyming words;
 - Ability to substitute sounds in spoken words;
 - Awareness that words are made of syllables; ability to identify the number of syllables in words;
 - Awareness that sentences are composed of individual words; and
 - Ability to identify accent in words.
- Students will study and apply **4 vowel rules** to determine the vowel sounds in monosyllabic and multisyllabic words.
- Students will learn and practice **14 spelling rules** to improve spelling skills.
- Students will learn some of the **exceptions to the vowel and spelling rules** taught.
- Students will study **7 syllable division patterns** that help build “word attack” skills.
- Students will learn **diacritical markings** such as breves, macrons, schwas, and cedillas. They learn how to place these diacritical marks on words independently in order to read them. This also helps build strong “word attack” skills.
- Students will learn how to **blend sounds** to form words. They begin by reading single words and eventually progress to reading sentences, paragraphs, and small reading booklets.
- Students will answer **comprehension** questions about short passages they have read.
- Students will be taught **situational reading**—that is, why letters may make one sound in one situation but a different sound in another situation.
- Students will be exposed to **84 sight words** that must be memorized because they do not follow the phonetic rules taught.
- Students will study **14 affixes** (3 prefixes; 11 suffixes). They will learn the affix spellings and meanings, which helps vocabulary development.
- Students will learn to **alphabetize to the third letter**.
- Students will learn about **accent** and how to apply it to syllables in words.

Phonics 2

- Students will learn the name, sound(s) and written form for each of the following: 26 letters; 25 digraphs; 7 combinations; 3 trigraphs; 1 quadrigraph; 4 diphthongs; and more than 15 final, stable syllables.
- Students will become proficient with **alphabet order**.
- Students will study and apply **4 vowel rules** to help determine the vowel sounds in monosyllabic and multisyllabic words.
- Students will learn and practice **14 spelling rules** to improve spelling skills.
- Students will learn some of the exceptions to the vowel and spelling rules taught.
- Students will study and apply **10 syllable division patterns**. These help build “word attack” skills and allow students the means to decode unfamiliar and multisyllabic words.
- Students will learn **diacritical markings** such as breves, macrons, schwas, and cedillas. They will learn how to place these diacritical marks on words independently in order to read them. This also helps build strong “word attack” skills.
- Students will learn how to **blend sounds to form words**. They begin by reading single words, but quickly progress to reading paragraphs and small reading booklets.
- Students will answer **comprehension** questions about short passages they have read.
- Students will be taught **situational reading**—that is, why letters make one sound in one situation but a different sound in another situation.
- Students will learn how to **unblend words in order to spell**. In every lesson, students practice spelling unfamiliar words.
- Students will be exposed to **120 sight words** that must be memorized because they do not follow the phonetic rules taught.
- Students will study **32 affixes** (15 prefixes; 17 suffixes). They will learn the affix spellings and meanings, which helps vocabulary development.
- Students will learn to **alphabetize to the third letter**.
- Students will learn about **accent** and how to apply it to syllables in words.
- Students will learn a **brief history of the English language** to help them understand some of the similarities and irregularities of the language.