



SYSTEMATIC PHONICS SAMPLE

Rising Grade 1

SAMPLE

Week at a Glance - 45 min.

25–30 min. Phonics Routine & 15–20 min. Shared Poem

	Sound Drill	Introduce Concept	Letter Formation	Decoding	Encoding	Sight Words	Shared Poem
Day 1	✓	✓		✓	✓		✓
Day 2	✓		✓	✓		✓	✓
Day 3	✓	✓		✓	✓		✓
Day 4	✓		✓	✓		✓	✓
Day 5	✓			✓	✓ Dictation Check	✓	✓

Program Materials

- Large Keyword Sounds Cards
- Letter Cards
- Sound Anchor Chart
- Letter Formation Anchor Chart
- Large Writing Grid Chart
- Index cards for fluency practice



Phonics Concepts - Scope & Sequence Overview

Rising Grade 1	<ul style="list-style-type: none">● Week 1: Letter Names & Letter Sounds; Oral segmenting and blending● Week 2: CVC w/ short vowel sounds● Week 3: Digraphs (wh, ch, sh, th, ck)● Week 4: FLSZ rule & Suffix s● Week 5: Initial & Final Blends
Rising Grade 2	<ul style="list-style-type: none">● Week 1: CVC w/ short vowel sounds● Week 1: Digraphs (wh, ch, sh, th, ck)● Week 2: FLSZ rule● Week 2: Initial blends● Week 3: Suffix -s● Week 3: -ng● Week 4; -nk● Week 4: Final blends● Week 5: Vowel teams (ai, ay, ee, ea, ey, oi, oy)● Week 5: Long vowel sounds
Rising Grade 3	<p><i>We anticipate that some rising 3rd grade students will need additional support in phonics, which is not often part of the core curriculum in 3rd grade. We recommend that these students complete a Phonological Process Screening. Based on the findings from the screener, these students may benefit from an intensive, research-based intervention and/or the 25-minute phonics lessons from the Rising 1 or Rising 2 curriculum before Close Reading instruction in RISE Summer Learning.</i></p>

SAMPLE ROUTINE - Sound Drill Routine

Key Ideas

- Daily Practice - 5 min
- Letter-sound correspondence and automaticity
- Focus on new sounds, trouble spots for the group, and review
- Practice with and without visual cues for keywords
- Opportunity for student-led mixed practice

Materials

- Selected Sound Image Cards (Vowels, trouble spots, new sounds)
- Letter Cards displayed on a board or pocket chart (layout defined in weekly overview)
- Visual marker to designate “trouble spots” on cards (stickers, paper clip)

Routine Procedure

Focus	Teacher	Students
Planning & Preparation	<ul style="list-style-type: none"> ➤ Identify 5–7 sounds that are “trouble spots” for the group using a diagnostic screener and formative data ➤ 10–12 Large Image Cards separated for vowels, focus concepts, and “trouble spots” ➤ Letter board set-up according to weekly overview 	
Drill - Large Keyword Cards	<ul style="list-style-type: none"> ➤ Display individual sound card ➤ Dictate letter name - keyword - sound <ul style="list-style-type: none"> ○ “A - apple - /ă/” ➤ Repeat drill with all selected keyword sound cards 	<ul style="list-style-type: none"> ➤ Students chorally repeat letter name - keyword - sound ➤ “A - apple - /ă/”
Drill - Letter Cards (no keyword image)	<ul style="list-style-type: none"> ➤ Drill leader points to individual sounds on Letter Board and dictates letter name - keyword - sound <ul style="list-style-type: none"> ○ Always include all vowel sounds ○ 5–6 sounds that the group struggles with ○ Always include new sounds from recent Focus Concept lessons (e.g., digraphs or -nk) 	<ul style="list-style-type: none"> ➤ Students chorally repeat letter name <p><u>Teacher Tip</u> - As a variation, select a student to lead the Letter Card Drill. Prompt the student leader through the drill as needed.</p>

SAMPLE WEEK - Rising Grade 1 - Week 2 - Overview

Concept Focus

- Short vowel sounds /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/
- Blending & Segmenting CVC words with /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/
- Letter Formation - Round Letters c, o, d, a, g, q
- Sight Words - into, is, you, me, we, he, be, she, was, for

Rising Grade 1 - Week 2 - Routines at a Glance

	Sound Drill	Concept Focus	Letter Formation	Decoding	Encoding	Sight Words	Shared Poem
Day 1	✓	✓		✓	✓		✓
Day 2	✓		✓	✓		✓	✓
Day 3	✓	✓		✓	✓		✓
Day 4	✓		✓	✓		✓	✓
Day 5	✓			✓	✓ Dictation Check	✓	✓

Letter Card - Board Set-up

a	b	c	d	e	f	
g	h	i	j	k	l	
m	n	o	p	qu	r	s
t	u	v	w	x	y	z

Teacher Tip - Put a small mark or paper clip on cards that are "trouble spots" to act as a visual reminder for students to pause and use the keywords to clarify sounds as needed

Week 2 - Day 1

5 min

Sound Drill

Drill with Keyword Image Cards → 10–12 sounds

1. Short vowels - a, e, i, o, u
2. Trouble Spots (as identified by screener and teacher observations)

Drill with Letter Cards (no images) → 10–12 sounds

3. Short vowels - a, e, i, o, u
4. Trouble Spots (as identified by screener and teacher observations)
5. 4–5 spiral review sounds (may choose to do a row)

5 min

Concept Focus

When we read text, our brain puts the sounds from the letters together quickly to read entire words. When we are reading unknown words, we can segment the sounds in a word and then blend them together to help us read the word.

Today we'll practice reading words that have a consonant at the beginning, a vowel sound in the middle, and a consonant at the end. Remember, we can use the keywords to help us remember sounds that we need to segment.

Introduce the Decoding Routine.

Use the Decoding Routine procedure and the letter cards to display the word, segment, and blend words. Use CVC words with short /ă/, /ö/, and /ü/ sounds.

Model with 1–2 words to demonstrate.

- Display “mat”
- Segment /m/ - /ă/ - /t/
- Blend and read “mat”

5 min.

Decoding Routine

Focus Words → 3–5 words

- Teacher selects words with short /ă/, /ö/, /ü/
- Select words that include “trouble spots” to provide ample opportunity for students to practice with those sounds
- Sample words - fun, mud, lot, map, nap, sat, not, pot, gum, rat
 - Additional scaffolding: To support students experiencing difficulty blending sounds, use words with initial sounds that can be elongated and “stretched” into the next sound (e.g., /f/, /l/, /m/, /n/, /r/, /s/)

5 min.

Encoding

Focus Words → 3–5 words

- Teacher selects words with short /ă/, /ǒ/, /ǔ/
- Select words that include “trouble spots” to provide ample opportunity for students to practice with those sounds
- Sample words - fun, mat, mud, lot, map, nap, sat, not, pot, gum, rat
 - Additional scaffolding: To support students experiencing difficulty blending sounds, use words with initial sounds that can be elongated and “stretched” into the next sound (e.g., /f/, /l/, /m/, /n/, /r/, /s/)

20 min.

Shared Poem

Text: “Hey, Bug!” by Lilian Moore

- Preview text by segmenting and blending CVC words with short vowel sounds
 - bug
 - run
- See shared poem lesson

Week 2 - Day 2

5 min. Sound Drill Routine

Drill with Keyword Image Cards → 10–12 sounds

1. Short vowels - a, e, i, o, u
2. Trouble Spots (as identified by screener and teacher observations)

Drill with Letter Cards (no images) → 10–12 sounds

3. Short vowels - a, e, i, o, u
4. Trouble Spots (as identified by screener and teacher observations)
5. 4–5 spiral review sounds (may choose to do a row)

5 min. Letter Formation

Letter Formation Instruction - c, o, d

- Use the verbal cues to teach letter formation for the **Round Letters: c, o, d**
- Model on a large writing grid to demonstrate each letter formation. Students use paper or white boards with a writing grid for independent practice.
- Ensure students are using correct pencil grasp as needed. Students should be using a “tripod grip” when writing.

Letter Formation Review → 2–3 sounds

Dictate the name of each review letter. Students write the letter on a writing grid. Remind students to reference the Letter Formation Anchor chart and/or prompt with Letter Formation verbal cues as needed.

- Sample Review Letters: l, t, k, i, j, f

5 min. Decoding Routine

Focus Words → 3–5 words

- Teacher selects words with short /ă/, /ǒ/, /ǔ/
- Select words that include “trouble spots” to provide ample opportunity for students to practice with those sounds
- Sample words - fun, mud, lot, map, nap, sat, not, pot, gum, rat
 - Additional scaffolding: To support students experiencing difficulty blending sounds, use words with initial sounds that can be elongated and “stretched” into the next sound (e.g., /f/, /l/, /m/, /n/, /r/, /s/)

5 min.

Encoding

Focus Words → 3–5 words

- Teacher selects words with short /ă/, /ǒ/, /ŭ/
- Select words that include “trouble spots” to provide ample opportunity for students to practice with those sounds
- Sample words - fun, mud, lot, map, nap, sat, not, pot, gum, rat
 - Additional scaffolding: To support students experiencing difficulty blending sounds, use words with initial sounds that can be elongated and “stretched” into the next sound (e.g., /f/, /l/, /m/, /n/, /r/, /s/)

5 min.

Sight Word Routine

Sight Word Instruction

Display sight words individually on a large writing grid. Model “air writing” as needed.

Focus Words → 3–5 words

- into, is, you, me, we

Fluency Practice → 8–10 words

- Focus Words - into, is, you, me, we
- Review Words - the, of, and, a, to

20 min.

Shared Poem

Text: “Hey, Bug!” by Lilian Moore

- See shared poem lesson

Week 2 - Day 3

5 min. Sound Drill Routine

Drill with Keyword Image Cards → 10–12 sounds

6. Short vowels - a, e, i, o, u
7. Trouble Spots (as identified by screener and teacher observations)

Drill with Letter Cards (no images) → 10–12 sounds

8. Short vowels - a, e, i, o, u
9. Trouble Spots (as identified by screener and teacher observations)
10. 4–5 spiral review sounds (may choose to do a row)

5 min Concept Focus

When we read text, our brain puts the sounds from the letters together quickly to read entire words. When we are reading unknown words, we can segment the sounds in a word and then blend them together to help us read the word.

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Introduce the Decoding Routine.

Use the Decoding Routine procedure and the letter cards to display the word, segment, and blend words. Use CVC words with short /ĕ/ and /ĭ/ sounds.

Model with 1–2 words to demonstrate.

- Display "sip"
- Segment /s/ - /ĭ/ - /p/
- Blend and read "sip"

5 min. Decoding Routine

Focus Words → 3–5 words

- Teacher selects words with short /ĕ/ and /ĭ/
- Select words that include "trouble spots" to provide ample opportunity for students to practice with those sounds
- Sample words - fin, get, bit, dip, jet, hip, hit, pen, rip
 - Additional scaffolding: To support students experiencing difficulty blending sounds, use words with initial sounds that can be elongated and "stretched" into the next sound (e.g., /f/, /l/, /m/, /n/, /r/, /s/)

5 min.

Encoding

Focus Words → 3–5 words

- Teacher selects words with short /ĕ/ and /ĭ/
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20 min.

Shared Poem

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