



## TOP 10 THINGS TO KNOW *About the Units of Study in Phonics*

*\*Note: To make it easier to access this entire folder of resources, please find the link [here](#). The links below are all part of the shared folder.*

1. These units were piloted and strongly recommended for adoption by our pilot teachers from across the district. [See why and read their testimonials.](#)
2. The *Units of Study in Phonics* align closely with the teaching points and storyline of the *Units of Study in Teaching Reading* and the *Units of Study for Opinion, Informational, and Narrative Writing*. The [structure of the phonics workshop](#) mimics the reading and writing workshop structure, and there are [handwriting](#), [small group](#), and [assessment](#) components that integrate well with the reading and writing units. Learn more about the components in Chapter 3 (“Nuts and Bolts”) of the *Guide to the Phonics Units of Study*.
3. As with the other *Units of Study*, be sure to register your resources on Heinemann (the link is found in the back of each unit book). Many of the online resources have been printed in color and on cardstock and can be found in the Resource Boxes you will be receiving.
4. There are fantastic resources to support these units, but they can be overwhelming to use and organize at first. Just know that the prep lightens significantly after Unit 1 and is worth the effort for the powerful impact it has on student engagement and learning. There are many systems for organizing materials. We encourage you to see [this link](#) for photos and suggestions for organizing materials. **We also encourage you NOT to attempt to open up all the resources for the year, but start with the resources for Unit 1 only** (packaged individually). Once you have tried out your system with Unit 1, you’ll know if it works for you. You will also find many people sharing tips and ideas for teaching, assessing, and organizing materials on the TCRWP Facebook pages: *Units of Study in Reading TCRWP* and *Units of Study in Writing TCRWP*. We encourage you to join these pages!
5. As you consider scheduling, you will need to carve out time for a daily phonics workshop (this can replace the time you currently have for word study). See [Scheduling/Pacing/Making Use of Time](#) here.
6. You will receive a curriculum calendar for 2019 - 2020, which will include the reading, writing, AND phonics units. As with anything new, it will take time to feel comfortable and efficient with the pacing of individual lessons and also of a unit of study. Just know that your students will not miss out if you move along--so much of the teaching circles back around in lessons, extensions and in small groups! We encourage you to stay on pace with

the units, especially at the beginning of the year, because they align so well with the reading and writing units.

7. To gain an understanding of the phonics content of these units, we recommend reading Chapter 1 (“Principles Guiding the UOS”) and Chapter 2 (“Anticipate, Observe, and Support Phonics Development”) in *A Guide to the Phonics Units of Study*. You can also learn more from the [Units of Study site](#). You will find lots of FAQs and video clips if you scroll to the bottom of the page. See a sequence of skills taught and content tips for Grade 1 teachers [here](#).
8. [Assessments](#) of phonics skills are included in the *Units of Study*. These assessments address the same skills currently being assessed using BAS. For the year 2019–2020 you may opt to EITHER conduct the same BAS assessments currently used OR you may try out the new assessments. More information on these options will be provided before the end of the school year. To learn more about the assessments in the *Units of Study in Phonics*, read Chapter 5 (“Assessing Your Students’ Phonics Development”) and see the *Appendix: Assessment Tools* in *A Guide to the Phonics Units of Study*.
9. A note about the teaching sequence of letters and sight words: There is a purposeful order to the sequence of letters that is based on research in the field and the names of the students in your class. There are directions in Unit 1 and in the online resources to help you plan this out. There is also a purposeful sequence for teaching sight (snap) words and placing them on a class word wall. Sometimes the snap words and/or letters are introduced in extensions, so be careful not to miss them. Our Phonics Pilot teachers also had this advice: “Stick to the sequence for when to introduce specific snap words. The sequence is purposeful even if it feels uncomfortable. Trust it! Next year, we will.” In the online resources, you will find a list of snap words introduced at each grade level, as well as when particular words are introduced across the units at both grade levels.
10. Your Literacy Coach is available to support you as you implement these units next year. Our Pilot Teachers are also willing and eager to support you. Find their helpful tips on getting started [here](#), as well as some specific tips for specific units [here](#). We are looking forward to working together with the *Units of Study in Phonics*!