

Systematic Phonics

Rising Grade 1





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Table of Contents

Implementation Guide	5
Philosophy and Guiding Principles	5
Key Components	5
Week at a Glance – 45 min.....	6
Program Materials	6
Phonics Concepts — Scope & Sequence Overview	7
Routines Overview	8
Sound and Drill Routine.....	8
Letter Formation Routine.....	10
Concept Focus — Explicit Instruction.....	13
Decoding Routine	14
Encoding Routine	16
Sight Words Routine	18
Week 1 Overview	20
Week 1, Day 1	22
Week 1, Day 2	22
Week 1, Day 3	25
Week 1, Day 4	27
Week 1, Day 5	30
Week 2 Overview	34
Week 2, Day 1	36
Week 2, Day 2	38
Week 2, Day 3	41
Week 2, Day 4	43
Week 2, Day 5	45
Week 3 Overview	49
Week 3, Day 1	51
Week 3, Day 2	53
Week 3, Day 3	56

Week 3, Day 4	58
Week 3, Day 5	60
Week 4 Overview	64
Week 4, Day 1	66
Week 4, Day 2	68
Week 4, Day 3	71
Week 4, Day 4	73
Week 4, Day 5	76
Week 5 Overview	79
Week 5, Day 1	81
Week 5, Day 2	83
Week 5, Day 3	86
Week 5, Day 4	88
Week 5, Day 5	91
Appendix A: Terminology	94
Appendix B: Terminology	95
Appendix C: Letter Formation Guidance	96
Appendix D: Planning Templates	97
Appendix E: Keywords	100
Resources	101

Implementation Guide

Philosophy and Guiding Principles

The LG RISE Phonics Curriculum is grounded in the science of reading research and designed with the understanding that decoding plays a crucial role in learning to read and in deeply understanding text.

The LG RISE Phonics Curriculum is a 5-week program, taught during a 25–30 min. block each day. The curriculum includes direct, explicit, sequential, and multisensory routines that teachers can use throughout the summer and into the school year. Lessons provide consistent and systematic instruction for students and flexibility for teachers to personalize instruction by targeting existing gaps for individuals and groups of students.

Design Principles

- Direct, explicit, and multisensory instruction in phonics
- Systematic and sequential instruction that progresses from less to more complex concepts
- Cumulative instruction that builds on previous concepts and includes repeated exposure to and practice with previously taught skills and concepts
- Personalized instruction that targets strategic practice with “trouble spots” and repetition based on student data and diagnosed areas of need

Key Components

- Phonological and phonemic awareness
- Letter name & sound automaticity
- Letter formation
- Explicit & systematic instruction for phonics concepts
- Decoding
- Encoding & sentence writing

Week at a Glance – 45 min.

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

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

Program Materials

- Large Keyword Sound Cards
- Letter Cards
- “Sound” Anchor Chart
- “Letter Formation” Anchor Chart
- Large Writing Grid Chart
- Index cards for fluency practice
- High frequency and irregular sight words



Phonics Concepts — Scope & Sequence Overview

Rising Grade 1

- Week 1: Letter names & sounds; Oral segmenting and blending
- Week 2: Closed syllable type (CVC)
- Week 3: Digraphs (wh, ch, sh, th, ck)
- Week 4: FLSZ rule & the suffix -s
- Week 5: Initial & final blends

Rising Grade 2

- Week 1: Closed syllable type (CVC)
- Week 1: Digraphs (wh, ch, sh, th, ck)
- Week 2: FLSZ rule
- Week 2: Suffix -s
- Week 3: Initial blends
- Week 3: Final blends
- Week 4; -ng & -nk
- Week 4: Vowel-consonant-e syllable type (VCe)
- Week 5: Double vowel syllable type — Vowel Teams (ee, ea, ai, ay)

Rising Grade 3

We anticipate that some rising third grade students will need additional support in phonics, which is not often part of the core curriculum in third grade. We recommend that these students complete a phonological processing screener. Based on the findings from the screener, these students may benefit from an intensive, research-based intervention. In addition, schools may consider using the phonics lessons from the Rising 1 or Rising 2 curriculum before Close Reading instruction in RISE Summer Learning.

Routines Overview

Sound and 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
- Ongoing mixed review and practice

Materials

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



5 min.

Encoding Routing — Oral Isolation

Oral Segmenting

Orally dictate a word and have students segment the sounds they hear in the word. Do not display letters/words, as this is an oral phonemic awareness activity.

Model with 1–2 words to demonstrate as needed.

- Encourage students to segment individual sounds (i.e. /c/ - /ă/ - /t/ instead of /c/ - /at/).

Focus Words → 3–5 words

- bat = /b/ - /ă/ - /t/
- lip = /l/ - /i/ - /p/
- bed = /b/ - /ĕ/ - /d/
- red = /r/ - /ĕ/ - /d/
- boat = /b/ - /oa/ - /t/



5 min.

Sight Word Routine

Sight Word Instruction

- Review the Sight Word Routine
- Display sight words individually on a large writing grid. Model “air writing” as needed.

Focus Words → 2–3 words

- and, a, to

Fluency Practice → 3–5 words

- **Focus words** — the, of, and, a, to



20 min.

Shared Poem

Text: “Rhyme” by Elizabeth Coatsworth

- See shared poem lesson



Week 2 Overview



Concept Focus

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

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
wh	ch	sh	th	h	ck	

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



Sound Drill Routine

5 min.

Drill with Keyword Image Cards → 10–12 sounds

- Short vowels — /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/
- “Trouble spots” (as identified by screener and teacher observations)

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

- Short vowels — /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/
- “Trouble spots” (as identified by screener and teacher observations)
- 4–5 spiral review sounds (may choose to do a row)



Concept Focus

5 min.

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

*Today we’ll practice reading closed syllable 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/, /ŏ/, and /ŭ/ sounds.

Model with 1–2 words to demonstrate.

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



Decoding Routine

5 min.

Focus Words → 3–5 words

- Teacher selects words with short /ă/, /ō/, /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 with 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/, /ō/, /ŭ/
- 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 with 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 the text by segmenting and blending CVC words with short vowel sounds
 - » bug
 - » run
- See shared poem lesson

Week 2, Day 2



Sound Drill Routine

5 min.

Drill with Keyword Image Cards → 10–12 sounds

- Short vowels — /ă/, /ĕ/, /ĭ/, /ŏ/, /ÿ/
- “Trouble spots” (as identified by screener and teacher observations)

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

- Short vowels — /ă/, /ĕ/, /ĭ/, /ŏ/, /ÿ/
- “Trouble spots” (as identified by screener and teacher observations)
- 4–5 spiral review sounds (may choose to do a row)



Letter Formation

5 min.

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 the 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