***Candace Meyers***

***Phonics***

***Learning Outcomes***

**Letter-sound Correspondence:**

* Students will identify the sound of each letter in the alphabet. (comprehension)

**Short Vowel**

* Students will identify the sound of each short vowel: a, e, i, o, u (comprehension)
* Students will identify the pattern CVC (constant vowel constant) as a short vowel pattern. (application)
* Students will demonstrate they know their letter and short vowel sounds by reading short vowel words with the CVC pattern. (application)

**Long Vowel**

* Students will identify the sound of each long vowel: a, e, i, o, u (comprehension)
* Students will identify the pattern CVCV (constant, vowel, constant, vowel) as a long vowel pattern. (application)
* Students will demonstrate they know their letter and long vowel sounds by reading long vowel words with the CVCV pattern. (application)
* Students will classify words with long vowel and words with short vowels. (comprehension, analysis)

**Endings**

* Students will identify the endings: at, et, it, ot, ut, uck, ock, eck, ack, un, in, en, an by reading, writing, and identifying (when said out loud) the endings. (comprehension)
* Students will identify the endings by reading words that contain an ending. (comprehension)

**Hunk & Chunks**

* Students will identify the hunk and chunks: ing, sh, ch, th, ow, ou, oo, ew, ui, aw, all, ar, or, oa, ow, igh, ea, ee, ay, ai, eigh, ir, ur, er, oy, oi, tion, sion, ph, kn, wr, ed, wh, au, aught, ought, ion, ace, and ice by reading, writing and identifying (when said out loud) the hunk and chunks. (comprehension)
* Students will identify the hunk and chuck by reading words that contain a hunk and chunk. (comprehension)
* Students will group words that contain the same hunk and chunk. (analysis)
* Students will categorize hunk and chunks that have the same vowel sound (e.g. long ‘e’ vowel sound, long ‘a’ vowel sounds, etc) (analysis)

**Rhyming**

* Students will identify rhyming words through poetry/a poem. (comprehension)
* Students will categorize words that rhyme. (analysis)
* Students will create words that rhyme through writing. (synthesis)

**Syllables**

* Students will identify hunk and chunks in words. (comprehension)
* Students will identify patterns (CVC, CVVC, CVCV) and explain if the vowel is long or short. (comprehension, evaluation)

**Fluency**

* Students will model his/her phonics skills through her fluency in reading. (application)