

Units of Study in Phonics, Grades K—2  
By Lucy Calkins and TCRWP Colleagues

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**Question:** *What are some of the ways concepts are introduced and practiced in the phonics units?*

**Angela Baez:**

One thing that's really special about our work is that we have lots of different methods to work on word study concepts with an eye towards studying those concepts in isolation and in context. So, you'll see sorting sessions where the kids sort by principle. They listen to the sound and they just think in isolation. And then you'll also see sessions where they practice in context, like an interactive writing or shared reading. So, they're doing the work in a book. And that's the other really big idea that the methods go across reading and writing, which promotes transfer.

The kids get orchestrated practice in reading, in shared reading. They're reading with you usually in an enlarge text, and you might choose to bring out the word study principle in the context of the book.

And then in interactive writing, you might be writing a book with kids, and they're sharing the pen to practice the word study principle. And then they have that book to read afterwards.

I think for so long word study just lived in word study, and teachers weren't seeing kids transferring what they knew in word study to their reading and writing. And so this allows that bridge to happen right in front of the kids' eyes, which I think helps them carry it forward into independence more readily.