Grade 1 - Fundations - Word Work

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Overview

As part of the district's balanced literacy program of Reader's Workshop, Writer's Workshop, interactive read alouds, shared reading, and shared writing, Fundations provides the critical word work component that helps students become phonemically aware of the words that they are reading and forming. The skills that students learn in word work will be used across the day in other content areas and serve as a solid foundation for their literacy.

The Fundations program is consistently taught from grades kindergarten through fourth grade, thereby ensuring a smooth continuum of skills development for students as well as a consistent language for instruction across the grade levels.

Standards

LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.C	Use commas in dates and to separate single words in a series.
LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Essential Questions

- What sound(s) does each letter make?
- How do closed syllables and open syllables effect the pronounciation of a word?
- How do you retell a story?
- What is echoing and choral reading?
- How do I segment sounds in words?
- How do I blend sounds to make words?
- How do I manipulate sounds in a word to make a new word?
- What are “trick words” and why do I need to learn them?
- How do I use proper expression and read fluently?
- How do I use story elements to retell a story?
- How can spelling pattern rules help me with writing?
- How do I write a proper sentence using correct capitalization and punctuation?
- Why is reading fluently and accurately important?

Scope and Sequence

Unit	Approximate Length and Pacing of Unit	Goals of the Unit
Unit 1	2-3 Weeks	• Letter-Keyword-Sound for consonants • Letter-Keyword-Sound for short vowels • Letter Formation for lower-case letters a-z • Alphabetical Order • Sound recognition for consonants and short vowels
Unit 2	2-4 Weeks	• Phonemic awareness skills: sound manipulation (initial, final, medial) • Blending and reading three-sound short vowel words • Segmenting and spelling three-sound short vowel words • Sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures • Story retelling in detail and sequence

		• High frequency trick words: the, a, and, is, his, of • Sample words: map, lit, job, fix, quit
Unit 3	2 Weeks	• Phoneme segmentation • Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck • Spelling of ck at end of words • Punctuation (question mark) • Narrative story form: character, setting, main events • Reading with accuracy and prosody • Retelling with pictures notes and visualization • High frequency trick words: as, has, to, into, we, he, she, be, me, for, or • Sample words: wish, chop, sock
Unit 4	2 Weeks	• Bonus letter spelling rule: ff, ll, ss, and sometimes zz • Glued sound: all • Narrative story form: character, setting, main events • Punctuation: exclamation point, quotation marks • Reading with accuracy and prosody • High frequency trick words: you, your, I, they, was, one, said • Sample words: hill, puff, bill, miss, call
Unit 5	1 Week	• Glued sounds: am, an • Reading with accuracy and prosody • Proofreading • High frequency trick words: from, have, do, does • Sample words: ham, can, fan
Unit 6	3 Weeks	• Baseword and suffix with the suffix -s • Pluralization • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: were, are, who, what, when, where, there, here • Sample words: hills, bugs, chills
Unit 7	3 Weeks	• Glued sounds: ang, ing, ong, ung, ank, ink, onk, unk • Blending and reading words with ng or nk • Segmenting and spelling words with ng or nk • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: why, by, my, try, put, two, to, very, also, some, come • Sample words: bang, bank, pink, chunks
Unit 8	2 Weeks	• Consonant blends and digraph blends • Blending and reading words with up to four sounds • Segmenting and spelling words with up to four sounds • Suffix -s added to words with four sounds

		• R-controlled vowel sounds: ar, or, er, ir, ur • reading with accuracy and prosody • High frequency trick words: would, could, should, her, over, number • Sample words: bump, stash, bled, past, pinch, shrug, steps
Unit 9	2 Weeks	• Closed syllable concept with short vowels • Closed syllable vs open syllable • Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: say, says, see, between, each • Sample words: click, chunk, sniffs
Unit 10	3 Weeks	• Segmenting and blending up to 5 sounds • Suffix -s added to words with 5 sounds • Suffixes -ed, -ing added to unchanging basewords with closed syllables • Vowel team sounds for: oa, oe, ow, ou, oo ue, ew, au, aw • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: any, many, how, now, down, out, about, our • Sample words: stump, clasp, strap, splashing, blended
Unit 11	3 Weeks	• Vowel-consonant-e syllable in one-syllable words • Long vowel sounds • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: friend, other, another, non, nothing • Sample words: stove, hope, caves
Unit 12	3 Weeks	• Concept of syllable in multisyllabic words • Compound words • Syllable division rules • Reading and spelling words with two closed syllables or closed and v-e syllables • Reading with accuracy and prosody • Paragraph structure • High frequency trick words: people, month, little, been, own, want, Mr., Mrs. • Sample words: sunset, finish, reptile
Unit 13	3 Weeks	• Suffix -s, -ing, -ed added to multisyllabic words • Suffix -es added to basewords with closed syllables • Reading with accuracy and prosody • Paragraph structure • High frequency trick words: work, word, write, being, their, first, look, good, new • Sample words: trombones, picnics, boxes, finishes

Unit 14	2 Weeks	• Review of word structure and concepts • Review sentence construction and proofreading • Review narrative vs. informational text • High frequency trick words: water, called, day, may, way • Sample words: blinks, slashing, blended, disrupted, insisting, disputes

Application of Skills: Students will be able to...

- apply beginning dictionary skills
- apply capitalization rules for beginning of sentences and names of people, places, and dates
- apply correct punctuation (period, question mark, exclamation point)
- ask and answer questions about key details in a text
- ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- construct complete sentences using vocabulary words
- define words by category and by one or more key attributes
- distinguish long and short vowel sounds
- explain major differences between fictional stories and informational text
- explain narrative story structure including character, setting and main events
- identify and explain new meanings for familiar words and newly taught words
- identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- identify real-life connections between words and their use
- identify specific words in a story that tell or suggest details
- identify the main topic and retell key details of informational text
- identify who is telling the story at various points in a text
- identify word structures such as blends, digraphs, basewords, suffixes, syllable types (close and vowel-consonant-e syllables)
- name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- name sounds for r-controlled vowels
- name sounds for vowel digraphs and vowel diphthongs
- name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- print all upper- and lower-case letters
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- read and spell compound words and other words with two-syllables by breaking them into syllables
- read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- read and spell the first 100 high frequency words, including irregular words (trick words)

- read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- read controlled stories with fluency, expression and understanding
- retell key details of a fictional story and demonstrate understanding
- segment syllables into sounds (phonemes) - up to 5 sounds
- sort words into category represents
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- use illustrations and/or details in a story to describe its characters, setting, and events
- use sentence-level context as a clue to the meaning of a word or phrase
- use verbs to convey a sense of past, present, and future

Assessments

- Pre-assessment of skills for the upcoming unit
- Periodic spelling tests (depending on grade level)
- Unit assessment

Suggested Activities

- Drill sounds/Warm Up
- Word of the Day
- Dictation Dry Erase Board (unit words and sentences)
- Dictation (Composition Books)
- Make It Fun
- Echo/Find Letters and Words (magnetic Tiles)
- Word Talk
- Student Notebook
- Storytime
- Teach Trick Words
- Unit Test

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery

    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include: for students with a language-based learning disability, Fundations instruction will be supplemented with a "double dose" of Fundations provided by the district's reading specialists.

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: spelling lists will be uniquely created for each unit.
- Fundations specific modifications may include:
    - integration of listening, speaking, reading, and writing
    - explicitly modeled skill and strategy instruction
    - verbal explanation for concepts enhanced by visual, physical, and kinesthetic involvement
    - opportunities for student interaction in supportive groups
    - procedures that ensure student engagement wit hands-on activities
    - clear and consistent directions and cuing systems
    - ample opportunities to reinforce skills
    - scaffolded instruction
    - repetition of vocabulary, including the vocabulary of word structure
    - assessment of content knowledge that is performance rather than language-based

Differentiation to extend learning for gifted students may include:

- Teachers will create differentiated words lists based on students specific needs.

Integrated/Cross-Disciplinary Instruction

Fundations is an integral part of the balanced literacy program. Skills and strategies from Fundations should be integrated into students' Reader's and Writer's Workshop lessons daily.

Resources

- Fundations Level 1 Teacher's Edition
- Letter Board
- Magnetic Letter Tiles
- Dry Erase Writing Tablet
- Student Notebook
- My Fundations Journal
- Desk Strip name tag
- Large and Standard Size Sound Cards
- Trick Words Cards
- Magnetic Strips
- Alphabet Wall Strips
- Activity Cue Cards
- Echo and Baby Owl Puppets

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Date of Board Approval

This curriculum was approved by the Green Brook Board of Education on March 6, 2017.