

04_Word Builders

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **37 days**
Status: **Published**

UNIT ORIENTATION

Unit 4 - Word Builders

OVERVIEW OF BENDS

The unit bends are outlined within each Unit of Study and/or Curricular Calendar.

There are three bends to this unit, which coordinate with Readers Have Big Jobs to Do: Fluency, Phonics and Comprehension in UOS Reading:

Bend 1: We are Word Builders: Using Vowel Team that Make a Long-Vowel Sound

In this bend, you will be introducing the theme of becoming word builders, and start with some actual building with cubes marked with word parts such as blends, digraphs, endings and phonograms. (see Getting Ready section of the overview for prep instructions) Focus will shift to include the middle of words, where vowel teams most often reside. You will review EE and EA vowel teams from the 2nd phonics unit and then go on to study words with AI, AY, and OA. Students will learn that they need to be flexible because not all vowel teams make a long vowel sound. Students learn *vowel flexing* which means they can try the long vowel sound and the short vowel sound when they see vowel teams. New high frequency words will be introduced (see chart below). The vowel team linking chart is introduced and will be co-created with the students.

Bend 2: Building Words with Trickier Parts: Studying Vowel Teams that Make Two Sounds

In this bend, students will work with vowel teams that need to be explicitly taught: OU, OW, OO. Students will learn that these vowel teams represent at least two different sounds. Students will continue to build their vowel team linking chart.

Bend 3: Provisioning Our Toolboxes with Vowel Teams that Make the Same Sound

In this bend, students will learn about the less common vowel teams OI, OY, EW, UE, AW and AU, which also need to be explicitly taught. This unit introduces a culminating project called Vowel Town, which is hinted at before the end to motivate and support engagement for the learning of many vowel teams. The Vowel Team project provides an opportunity to tie in words suggested in Rasheed's blueprints that use the

introduced vowel teams.

Grade 1, Unit 4: Word Builders: Using Vowel Teams to Build Big Words	
S.1 Extension 3 Learning Four New Snap Words	away, each, easy, wait
S.4 Extension 2 Giving Directions on a Construction Site: Adding New High-Frequency Words to the Word Wall	last, near, need, next
S.5 Extension 2 Add a New Snap Word to the Class Word Wall	been
S.8 Using OU and OW to Learn New Snap Words	about, down, house, our
S.9 Extension 1 Turning Know into a Snap Word	know
S.10 Extension 1 Making the Word School into a Snap Word	school
S.12 Extension 1 Learning New Snap Words that Rhyme	much, such, two, who
S.13 Extension 1 Adding to Your High-Frequency Word Bank: Learning the Word Few	few
S.15 Extension 1 Making Because into a Snap Word and Adding It to the Word Wall	because
S.16 Learning New Snap Words and Making New Words with IGH	high, might

CONTENT AREA STANDARDS

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| LA.RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| LA.RF.1.1 | Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. |
| 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.1.3	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.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark Assessments

- iXL
- Dibels

Summative Assessments

Summative assessments can be found in the If/Then curriculum resource.

Formative Assessments

Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

INTERDISCIPLINARY CONNECTIONS (Deleted: 07/15/2022 by Molee, Joan)

Career Readiness: Utilize critical thinking to make sense of problems and persevere in solving them.

Career Readiness: Work productively in teams while using cultural global competence.

Dramatization

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

- modify activity
- simplify/re-state directions
- check-ins/monitoring
- visuals/personal and whole class anchor charts
- partners/rug clubs
- wait time
- additional time for tasks
- verbal responses
- sorting cards, whiteboards, magnetic letters (hands on)

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

Supplemental: Heggerty, iXL