

GRADE 1- Module 10: Dare to Dream

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit/Module Overview**

This phonics module is designed to strengthen foundational literacy skills through an integrated approach that includes phonological awareness, phonics, spelling, handwriting, and fluency. Students develop an understanding of syllable types, including closed syllables, closed syllable exceptions, and open syllables, while applying these concepts to spelling activities.

In this module, children will recognize that good things can happen when a person is brave enough to try something new. They will read about inventors, architects, and others who have been brave and tried new things. Children will also find that people can meet challenges and solve problems through perseverance. They will discover that by persevering, they can achieve their own dreams, which can benefit individuals, their communities, and the world.

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

L.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.

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L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.1.1. Demonstrate command of the conventions of writing

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

**Unit/Module Weekly Learning Activities and Pacing Guide**

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><b>Week 1</b></p> <p>Phonological Awareness Blending Phonemes, Substituting Phonemes</p> <p>Phonics Focus Skills • r-Controlled Vowel ar</p> <p>Spelling • Words with r-Controlled Vowel ar</p> <p>Handwriting • Manuscript C, c, O, o, A, a</p> <p>Irregular Words • work, word, world</p>	<p>L.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.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing</p> <p>L.WF.1.2. Demonstrate command</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Practice phonological awareness by blending and segmenting phonemes.</li> <li>• Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>• Learn the phonics focus skill: r-controlled vowel a r.</li> <li>• Practice blending the phonics focus skill in words.</li> <li>• Apply phonics focus skills and handwriting with dictation sentences.</li> <li>• Learn and practice handwriting: manuscript C, c, O, o, A, a.</li> <li>• Practice spelling by word building.</li> <li>• Learn and practice irregular words: work, word, world.</li> <li>• Read a decodable text.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment                             <ul style="list-style-type: none"> <li>○ • Irregular Words</li> </ul> </li> </ul>	<p><b>Materials</b> Whole-Class Presentation: HMH Classcraft™ Essential Session</p> <p><b>Student Practice:</b></p> <ul style="list-style-type: none"> <li>○ Word Study Studio Sessions</li> <li>○ • <a href="#">49: Phonemic Awareness: Blend Phonemes</a></li> <li>○ • <a href="#">51: Phonemic Awareness: Segment Phonemes</a></li> <li>○ • <a href="#">55: Phonemic Awareness: Substitute Phonemes</a></li> <li>○ • <a href="#">199: Phonics: Words with r-Controlled Vowel a (ar)</a></li> <li>○ Decodable Books <a href="#">Books 66-67</a></li> <li>○ Additional Practice, Lessons 1-5</li> </ul> <p><b>Routines:</b></p>

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<p>Fluency • Phrasing and Intonation</p>	<p>of the conventions of encoding and spelling common, regular, single-syllable words</p>	<ul style="list-style-type: none"> <li>○ • Phonics: r-Controlled Vowel ar</li> <li>○ • Comprehension: Setting</li> <li>○ • Generative Vocabulary: Prefix re-</li> <li>○ • Vocabulary Strategy: Shades of Meaning</li> <li>○ • Grammar: Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>○ Blending: Continuous</li> <li>○ Write and Reveal</li> <li>○ Heart Words</li> <li>○ Decodable Text</li> <li>○ Partner Reading</li> </ul>
<p><b>Week 2</b></p> <p>Phonological Awareness Blending Phonemes, Substituting Phonemes</p> <p>Phonics Focus Skills • r-Controlled Vowel or</p> <p>Spelling • Words with r-Controlled Vowel or</p> <p>Handwriting • Manuscript D, d, G, g, Q, q</p> <p>Irregular Words • your, four, fourth</p> <p>Fluency • Phrasing and Intonation</p>	<p>L.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.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing</p> <p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Practice phonological awareness by blending and segmenting phonemes.</li> <li>● Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>● Learn the phonics focus skill: r-controlled vowel or.</li> <li>● Practice blending the phonics focus skill in words.</li> <li>● Apply phonics focus skills and handwriting with dictation sentences.</li> <li>● Learn and practice handwriting: manuscript D, d, G, g, Q, q.</li> <li>● Practice spelling by word building.</li> <li>● Learn and practice irregular words: your, four, fourth.</li> <li>● Read a decodable text.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment             <ul style="list-style-type: none"> <li>○ • Irregular Words</li> <li>○ • Phonics: r-Controlled Vowel or</li> <li>○ • Comprehension: Theme; Elements of Poetry</li> <li>○ • Generative Vocabulary: Words About Places and Things</li> <li>○ • Grammar: Adjectives That Compare</li> </ul> </li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH Classcraft™ Essential Session</li> </ul> <p><b>Student Practice:</b></p> <ul style="list-style-type: none"> <li>○ Word Study Studio Sessions</li> <li>○ <a href="#">49: Phonemic Awareness: Blend Phonemes</a></li> <li>○ • <a href="#">51: Phonemic Awareness: Segment Phonemes</a></li> <li>○ • <a href="#">55: Phonemic Awareness: Substitute Phonemes</a></li> <li>○ • <a href="#">200: Phonics: Words with r-Controlled Vowel o (or, ore)</a></li> <li>○ Decodable Books <a href="#">Books 68-69</a></li> <li>○ Additional Practice, Lessons 6-10</li> </ul> <p><b>Routines:</b></p> <ul style="list-style-type: none"> <li>○ Blending: Continuous</li> <li>○ Write and Reveal</li> <li>○ Heart Words</li> <li>○ Decodable Text</li> <li>○ Partner Reading</li> </ul>
<p><b>Week 3</b></p> <p>Phonological Awareness</p>	<p>L.RF.1.2. Demonstrate mastery of spoken words, syllables, and</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Practice phonological awareness by blending and segmenting phonemes.</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● Whole-Class Presentation:HMH Classcraft™ Essential Session</li> </ul>

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<p>Blending Phonemes, Substituting Phonemes</p> <p>Phonics Focus Skills • r-Controlled Vowels er, ir, and ur /e r/</p> <p>Spelling • Words with r-Controlled Vowels er, ir, and ur /e r/</p> <p>Handwriting • Manuscript S, s, F, f, E, e</p> <p>Irregular Words • pear, wear, tear, bear</p> <p>Fluency • Expression</p>	<p>sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing</p> <p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</p>	<ul style="list-style-type: none"> <li>• Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>• Learn the phonics focus skill: r-controlled vowels er, ir, and ur / er /.</li> <li>• Practice blending the phonics focus skill in words.</li> <li>• Learn and practice handwriting: manuscript S, s, F, f, E, e.</li> <li>• Practice spelling by word building.</li> <li>• Learn and practice irregular words: pear, wear, tear, bear.</li> <li>• Read a decodable text.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Module Assessment</li> </ul>	<p><b>Student Practice:</b></p> <ul style="list-style-type: none"> <li>• Word Study Studio Sessions</li> <li>• <a href="#">49: Phonemic Awareness: Blend Phonemes</a></li> <li>• <a href="#">51: Phonemic Awareness: Segment Phonemes</a></li> <li>• <a href="#">55: Phonemic Awareness: Substitute Phonemes</a></li> <li>• <a href="#">203: Phonics: Words with r-Controlled Vowels</a></li> <li>• <a href="#">e, i, u (er, ir, ur)</a></li> <li>• Decodable Books <a href="#">Books 70-72</a></li> <li>• Additional Practice, Lessons 11-15</li> </ul> <p><b>Routines:</b></p> <ul style="list-style-type: none"> <li>• Blending: Continuous</li> <li>• Write and Reveal</li> <li>• Word Practice: Word Building</li> <li>• Heart Words</li> <li>• Decodable Text</li> <li>• Letter Sounds</li> <li>• Partner Reading</li> </ul>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)