

GRADE 1– Module 8: Tell Me a Story

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. Students will learn about words with the different jobs of the letter y, words with inflectional suffixes of -ed, and words with Vowel Teams ee and ea with the long e sound. Handwriting practice focuses on a spiral review of letters to ensure accuracy and legibility. Students also learn to read and spell irregular words such as *friend*, *been*, *great*, and *break*. Fluency development is embedded throughout, emphasizing accuracy, self-correction, reading rate, automaticity, and expression. This comprehensive module helps students build the essential skills needed for confident and fluent reading.

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.

Swedesboro-Woolwich School District's Phonics Curriculum Guidance Document

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>Week 1 Phonological Awareness: Blending Phonemes, Segmenting Phonemes, Substituting Phonemes</p> <p>Phonics and Spelling Focus Skills: Words with suffix -ed</p> <p>Handwriting: Manuscript v, w, z</p> <p>Irregular Words friend</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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Practice phonological awareness by blending phonemes and segmenting phonemes. ● Recognize graphemes in a visual review. ● Learn the Phonics Focus Skill <ul style="list-style-type: none"> ○ Words with suffix -ed ● Learn and practice handwriting: manuscript <ul style="list-style-type: none"> ○ V, W, Z ● Practice spelling by word building. ● Learn and practice irregular words: friend ● Read a decodable text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment <ul style="list-style-type: none"> ○ Irregular Words: friend ○ Learn the Phonics Focus Skill <ul style="list-style-type: none"> ■ Words with suffix -ed ○ Learn and practice handwriting: v, w, z 	<p>Materials Whole-Class Presentation: HMH Classcraft™ Essential Session</p> <p>Student Practice:</p> <ul style="list-style-type: none"> ○ Letter and Grapheme Cards ○ Handwriting Models: Manuscript <ul style="list-style-type: none"> ■ V, W, Z ○ Know It, Show It, Book 2: pp. 93-104 <p>Routines:</p> <ul style="list-style-type: none"> ○ Blending: Continuous ○ Write and Reveal ○ Heart Words ○ Decodable Text ○ Partner Reading

Swedesboro-Woolwich School District's Phonics Curriculum Guidance Document

	<p>of the conventions of encoding and spelling common, regular, single-syllable words</p>		
<p>Week 2</p> <p>Phonological Awareness: Blending Phonemes, Segmenting Phonemes, Substituting Phonemes</p> <p>Phonics & Spelling Focus Skills: All Jobs of y</p> <p>Handwriting: Manuscript x, k</p> <p>Irregular Words Review</p> <p>Fluency: Expression</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>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Practice phonological awareness by blending phonemes and segmenting phonemes. ● Recognize graphemes in a visual review. ● Learn the Phonics Focus Skill <ul style="list-style-type: none"> ○ All Jobs of y ● Learn and practice handwriting: manuscript <ul style="list-style-type: none"> ○ x, k ● Practice spelling by word building. ● Learn and practice irregular words: Review ● Read a decodable text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment <ul style="list-style-type: none"> ○ Irregular Words: Review ○ Phonics: All Jobs of y ○ Learn and practice handwriting: x, k 	<p>Materials</p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™ Essential Session ○ Articulation Video <p>Student Practice:</p> <ul style="list-style-type: none"> ○ Letter and Grapheme Cards ○ Handwriting Models: Manuscript <ul style="list-style-type: none"> ■ x, k ○ Know It, Show It, Book 2: pp. 109-122 <p>Routines:</p> <ul style="list-style-type: none"> ○ Blending: Continuous ○ Write and Reveal ○ Heart Words ○ Decodable Text ○ Partner Reading
<p>Week 3</p> <p>Phonological Awareness: Blending Phonemes, Segmenting Phonemes, Substituting Phonemes</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>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Practice phonological awareness by blending phonemes and segmenting phonemes. ● Recognize graphemes in a visual review. ● Learn the Phonics Focus Skill <ul style="list-style-type: none"> ○ Words with Vowel Teams ee and ea that make long e sound ● Learn and practice handwriting: manuscript 	<p>Materials</p> <ul style="list-style-type: none"> ● Whole-Class Presentation:HMH Classcraft™ Essential Session ● Articulation Video <p>Student Practice:</p> <ul style="list-style-type: none"> ● Letter and Grapheme Cards

Swedesboro-Woolwich School District's Phonics Curriculum Guidance Document

<p>Phonics & Spelling Focus Skills: Words with Vowel Teams ee and ea that make long e sound</p> <p>Handwriting: Manuscript L, l, T, t, I, i</p> <p>Irregular Words been, great, break</p> <p>Fluency: Phrasing and Intonation</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 align="center">◦ L, l, T, t, I, i</p> <ul style="list-style-type: none"> ● Practice spelling by word building. ● Learn and practice irregular words: been, great, break ● Read a decodable text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Module Assessment 	<ul style="list-style-type: none"> ● Handwriting Models: Manuscript <ul style="list-style-type: none"> ◦ L, l, T, t, I, i ● Know It, Show It, Book 2: pp. 125-137 <p>Routines:</p> <ul style="list-style-type: none"> ● Blending: Continuous ● Write and Reveal ● Word Practice: Word Building ● Heart Words ● Decodable Text ● Letter Sounds ● Partner Reading
---	---	---	---

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)