

Sayreville Public Schools  
1<sup>st</sup> Grade Phonics, Spelling and Word Work

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Required

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Full Year

Date Curriculum Approved/ Revised: \_\_\_\_\_

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### Statement of Purpose

**Summary of the Course:** This course of study is designed to expose students to the nine areas of developing phonics, spelling and word study which include early literacy concepts, phonological awareness, letter knowledge, letter- sound relationships, spelling patterns, high- frequency words, word meaning/vocabulary, word structure and word-solving actions. The curriculum is based on the premise that students not only need to acquire phonics and word analysis understandings, but also apply these understandings daily to reading and writing continuous text. Once they have a wide range of word-solving strategies they can use rapidly, flexibly, and in a largely unconscious way as they move through text, maintaining a focus on meaning. It is very important for there to be strong connections between your direct and explicit lessons and the application activities in which you engage students

- Typical Schedule: Teach (whole group) 15 minutes  
Apply Activity – 10 – 15 minutes  
Group Share – 5 minutes
- Use of name chart, words wall and alphabet linking chart are recommended.
- The use of various formal/informal assessments are encouraged to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put it in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn. Students should be provided with ample opportunities for meaningful engagement.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

**Routines and Instructional Procedures:** Below are descriptions of the ten instructional procedures designed to develop children’s knowledge of words and how they work, along with examples. These procedures will appear throughout the curriculum under Instructional Activities.

- **See and Say** - helps children examine and identify familiar patterns in words.
  1. Show words that have a common visual feature. (*man, fan, van, pan*)
  2. Children search for visual patterns. (*They all end the same.*)

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3. Help children articulate the principle. (*You can look at a part or pattern to read a word. You can make new words by putting a letter or letter cluster before the pattern.*)
  4. Children work with words to apply the principle. (*Children write words with the pattern.*)
- **Find and Match** – helps children discover connections between sounds, between letters, and between sounds and letters.
    1. Show pictures and words or pictures and letters that go together. (*pictures: bed, cup, dog, girl, drum, goat; letters: b, c, d, g*)
    2. Children look for the connection between the pictures and words, or pictures and letters. (*The letters stand for the sounds heard at the end of the words that the pictures represent.*)
    3. Help children articulate the principle. (*You can hear the last sound in a word. You can match sounds and letters at the end of a word.*)
    4. Children work together with pictures and words, or words and letters to apply the principle. (*Children match each picture with a letter that represents the ending sound in the picture's name.*)
  - **Say and Sort** – helps children look closely at features of letters or words and make connections between them.
    1. Show and say words or show pictures and say the names of the pictures that have a common feature. (*words/pictures: cat, bus, dog, turtle, balloon, carrot, banana, butterfly*)
    2. Children search for the common feature. (*They have one, two, or three parts.*)
    3. Help children articulate the principle. (*You can hear and say the syllables in a word. Words can have one or more syllables.*)
    4. Children work with words or pictures to apply the principle. (*Children sort the words or pictures according to the number of syllables.*)
  - **Hear and Say** – helps children hear the sounds in words and eventually connect those sounds to letters, a key process in building literacy.
    1. Say words that are connected by the way they sound. (*man/can, me/he, hot/pot*)
    2. Children search for phonological patterns. (*The words sound the same at the end.*)
    3. Help children articulate the principle. (*Some words have parts at the end that sound the same. They rhyme.*)
    4. Children work with words to apply the principle. (*They say word pairs and tell whether the word pairs have end parts that sound the same/rhyme.*)
  - **Hear, Say, and Write: Sound and Letter Boxes** – helps children become more aware of the sounds and letters in words.
    1. Model saying a new word slowly (*r-u-n for run*), being careful not to distort the individual sounds.
    2. Children say the same word slowly and listen for each sound as they run a finger under the boxes (or push a marker into each box).

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3. After they can easily do steps one and two, children write a letter for each sound they hear, one letter per box, with your guidance. In the beginning, you'll accept letters that are not in the correct sequence, focusing instead on whether children can connect letters to sounds.
  4. Children say words slowly and write letters in sequence independently.
- **Words to Know** – helps children build and work with a collection of high-frequency words.
    1. Show a group of high-frequency words, reading each one while running your pointer finger under it, left to right. (*a, I, in, is, of, to, and, the*)
    2. Children look at each word to see if they recognize it.
    3. Help children understand the principle. (*Some words have one letter. Some words have two letters. Some words have three letters. You see some words many times when you read. You need to learn words that you see many times because they help you read and write.*)
    4. Children work with high-frequency words to apply the principle. (*Children read, say, and write high-frequency words.*)
  - **Notice Parts** – helps children notice and use larger parts of words, which makes word solving faster and easier.
    1. Show a group of words with a common feature. (*big, pig, dig*)
    2. Children search for the common feature. (*the phonogram –ig*)
    3. Help children articulate the principle. (*You can look at a part or pattern to read a word. You can use the part or pattern to write a word. You can make new words by putting a letter or a letter cluster before the pattern.*)
    4. Children work with words to apply the principle. (*You can read and/or write words by using the spelling pattern. You can make new words by adding a letter or letter cluster before the pattern.*)
  - **Say and Write** – helps children understand that using efficient and consistent motions to form a letter can be broken down into discrete steps.
    1. Show children letters written in manuscript form. (*o, h, x, f, e; G, D, H, S, Z*)
    2. Children say the name of each letter.
    3. Help children articulate the principle. (*You can make the shape of a letter. You can say the steps you use to make a letter. You can check to see if a letter looks right.*)
    4. Children work with letters to apply the principle. (*Children use efficient and consistent motions to form letters in manuscript print with writing tools.*)
  - **Make Words** – helps children build words through the use of discrete tactile materials such as magnetic letters, letter tiles, or letter cards.
    1. Show and say a word that contains a common phonogram. (*not*)
    2. Children identify the beginning phoneme in the word. (*/n/*)

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3. Help children articulate the principle. (*You can change the first sound in a word to make a new word.*)
  4. Children work with words and letters to apply the principle. (*Children change the first sound in a word to make a new word.*)
- **Map Words** – helps children read and write the names of concept words.
    1. Show a word map with a concept word in the center and say the concept word. (*color*)
    2. Children think of words that relate to the concept word. (*names of colors*)
    3. Help children articulate the principle. (*A color has a name. You can read and write the names of colors. You can find the names of colors.*)
    4. Children work with words to apply the principle. (*Children say color words, and you write them on the word map.*)

**Unit 1: Readiness**

**Summary of the Unit:** The first 4 weeks of this curriculum focuses on 1<sup>st</sup> grade readiness and review of kindergarten skills to refresh the students after the summer break. This unit is organized in three sections (Letter Knowledge, High Frequency Words and Word Work). Each of the 3 sections are organized to begin at the simplest level and build upon each skill. This unit focuses on mastery of basic letter/sound knowledge. In addition, time is allotted to train students on “Word Work” for Daily 5. It is recommended that you choose a total 15 whole group lessons per week (3 per day) from the Phonics, Spelling and Word Work curriculum and the IRA curriculum. Choose the lessons based on the needs of your students. The skills in this unit should be taught to mastery. Included in the Instructional Activities for each topic/lesson are suggested titles from the Sing a Song of Poetry book that correlate with the objectives. These titles are there to supplement your instruction if needed; they are not a mandatory part of the lessons. There is also a helpful chart on page 13 in Sing a Song of Poetry, with a list of poems and phonogram patterns, letter sounds, high frequency words, and concept words that you will find in each of them. This list is not comprehensive; page 14 provides a blank chart for you to make notes on the other poems you find useful in teaching specific concepts. Depending on your students, you may need to spend additional time on certain lessons. You may also be able to eliminate lessons if your students have already mastered a particular skill.

**Enduring Understanding:**

- People communicate through words.
- People communicate through written text.
- Recognizing the relationship between letters and sounds is the foundation for success as a reader.
- Letter and letter combinations represent sounds.

**Essential Questions:**

- What can we learn from print?
- How can identifying and understanding the letter sounds in words help me learn how to decode unknown words?
- How do letters and their sounds help you read and write?
- How do sounds and letters create words?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

Kindergarten Word Inventory  
Beginning of the Year DRA

**Resources:**

Fountas & Pinnell Phonics, Spelling and Word Study Lessons  
The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study Guide  
Irene C. Fountas & Gay Su Pinnell Sing a Song of Poetry  
The Fountas & Pinnell Literacy Continuum

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
<b>Launch Word Work</b>					
	2 days of training followed by implementation	<ul style="list-style-type: none"> <li>• List procedures for how to use word work materials.</li> <li>• Build stamina and develop independence while working with word work materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an anchor chart with student expectations (start right away, work the entire time, practice high-frequency vocabulary and spelling skills).</li> <li>• Include letter magnets, dry erase boards, magnetic boards, dry erase markers and word cards (livebinder) in word work center.</li> <li>• Model behaviors for the students and select students to model for the class.</li> </ul>	Teacher Observation	RF.1.1
<b>Letter Knowledge</b>					
	1 lesson	Explain and talk about the fact that words are formed with letters. (LK1)	See and Say(LK1) Suggested poetry connection – “Five Fat Peas; Slowly, Slowly; The Moon Shines Bright	<ul style="list-style-type: none"> <li>• Letter Inventory (If needed)</li> <li>• Teacher Observation</li> <li>• Fountas and Pinnell Letter Knowledge Assessments A, D</li> <li>• Fountas and Pinnell Early Literacy Concepts Assessment C, D, E</li> <li>• Fountas and Pinnell Letter Knowledge Assessment B or E</li> <li>• Letter – Sound Relationships Assessment A, B, I, or J</li> </ul>	RF.1.1 L.1.1 RF.1.3
	2 lessons	Name letters in words. (LK2, LK3)	Find and Match(LK2) See and Say (LK3) Suggested poetry connection – “The Little Plant; Merrily We Roll Along; I’ve Got a Dog as Thin as a Rail/ All by Myself; Three Jolly Gentlemen; Five Little Sparrows”		
	3 lessons	Identify and point to the distinctive features	Find and Match (LK4) Notice Parts (LK5, LK6)		



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		of letter form. (LK4, LK5, LK6)	Suggested poetry connection – “Slowly, Slowly; Ladies and Gentlemen; Five Little Sparrows/The Old Gray Cat; My Love for You; Moon, Moon/ Up in the Green Orchard; Monday Morning; Out”	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Letter-Sound Relationships Assessment A, B, I or J</li> <li>• Fountas and Pinnell Letter-Sound Relationships Assessment A, B, I or J</li> <li>• Fountas and Pinnell Early Literacy Concepts Assessment C, D, or E</li> </ul>
	2 lessons	Identify letters and state their names. (Optional based on prior knowledge) (LK7, LK8)	See and Say (LK7, LK8) Suggested poetry connection – “Out; Mouse in a Hole; Ten Fat Sausages/ Handy Pand; Bumblebee; Good Morning Song”	
	1 lesson	Identify and talk about the sequence of letters in words. (LK9)	See and Say (LK9) Suggested poetry connection – “Little Peter Rabbit; Jack, Be Nimble; Mary Wore Her Red Dress”	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Spelling Patterns Assessment A, B, C, D, E, F, G, or H</li> </ul>
	2 lessons	Use efficient and consistent motions to form letters in manuscript print with writing tools (LK10, LK11)	Say and Write (LK10, LK11) Suggested poetry connection – “Tom, Tom, the Piper’s Son; Polly, Put the Kettle On; Mary Wore Her Red Dress/ Bears Eat Honey; 1,2,3; Aunt Maria	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Phonological Awareness Assessment A, C or G</li> </ul>
	1 lesson	Relate words by recognizing the position of a letter (LK12)	Notice Parts (LK12) Suggested poetry connection – “A Wise Old Owl; A Bicycle Built for Two; The Grand Old Duke of York”	

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1 lesson	Categorize uppercase and lowercase letters (LK13)	Find and Match (LK13) Suggested poetry connection – “Hickory, Dickory, Dean; Slip on Your Raincoat; Three Elephants”		
1 lesson	Distinguish and talk about the differences between the uppercase and lowercase forms of a letter (LK14).	Find and Match (LK14) Suggested poetry connection – “Apples and Bananas; Where, Oh, Where Has My Little Dog Gone? What Do You See”		
1 lesson	Identify and talk about the fact that letters can be consonants or vowels (LK15).	Say and Sort (LK15) Suggested poetry connection – “My Favorite Toys; The Vowel Song; A Snail”		
1 lesson	Explain and talk about the fact that some letters represent consonant sounds (LSR1).	Find and Match/Say and Write (LSR1) Suggested poetry connection – “Five Little Mice; Bears Eat Honey; Bat, Bat”		
3 lessons	Use beginning consonant sounds and the letters that represent them (LSR2, LSR3, LSR4).	Find and Match (LSR2,LSR3,LSR4) Suggested poetry connection – “It’s Raining/ Moon, Moon; Jack, Be Nimble; Johnny Appleseed/ Tick-Tock; The Boy in the Barn; The Elephant Who Jumped a Fence”		
1 lesson	Match and state the same beginning consonant sound and the letter that	Notice Parts/Say and Write (LSR5)		

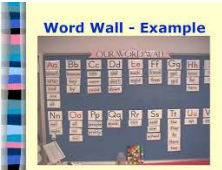
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		represents the sound (LSR5).	Suggested poetry connection – “Peter Piper; The Big Black Bug; Swim, Swan, Swim”		
	1 lesson	Recall and talk about the fact that some letters represent vowel sounds (LSR6)	Say and Sort (LSR6) Suggested poetry connection – “Slowly, Slowly; Auntie, Will Your Dog Bite?; The Big Black Bug”		
	1 lesson	Tell about the concept of a word. (ELC2)	Notice Parts (ELC2) Suggested poetry connection – “The Elephant Who Jumped a Fence; I Never Had a Dog That Could Talk”		
	1 lesson	Name and locate the first and last letters of words in continuous text. (ELC3)	See and Say/Say and Write (ELC3) Suggested poetry connection – “Little Boy Blue; Did You Feed My Cow? Soda Bread”		
	1 lesson	Identify and discuss patterns that can appear in many words. (SP1)	Notice Parts (SP1) Suggested poetry connection – “Out; I know Something; I Went Downtown”		
	2 lesson	List, hear and say rhyming words. (PA1, PA2)	Hear and Say (PA1) Suggested poetry connection - “Engine, Engine, Number Nine; The Clever Hen; Jack-in-the-box; Ball-bouncing Rhymes” Hear and Say (PA2) Suggested poetry connection – “Jack Be		

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	1 lesson	List, hear and say beginning phoneme in a word. (PA3)	Nimble; A Wise Old Owl; Willy Boy, Willy Boy”  Say and Sort (PA3) Suggested poetry connection – “Dingle Dangle Scarecrow; Five Fat Peas; Horsie, Horsie”		
	1 lesson	List, hear and say the same ending phoneme in words. (PA4)	Say and Sort (PA4) Suggested poetry connection – “The Queen of Hearts; Little Sally Waters; The Lady with the Alligator Purse”		
	1 lesson	Change the beginning phoneme to make a new word. (PA5)	Hear and Say (PA5) Suggested poetry connection – “Sing, Sing; A Snail		
	1 lesson	Change the ending phoneme to make a new word. (PA6)	Hear and Say (PA6) Suggested poetry connection – “Little Robbin Redbreast; Wiggly Woo”		
<b>High – Frequency Words</b>					
	1 lesson	Tell about the concept of a word (ELC1).	Notice Parts/ Find and Match (ELC1) Suggested poetry connection – “What Do You See; The Donkey; One, Two, Three, Four, Five”  Introduce 4 – 5 words per week from the district approved high-frequency word list. Lists 4, 5 and 6 are the grade 1 lists. List 7 is grade 1 enrichment. 1 <sup>st</sup> trimester	Word Inventory (complete inventory of Kindergarten words before beginning list 4)	RF.1.3 RF.1.2 RF.1.4

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	<p>2 lessons per week (Generative Lessons)</p>	<p>Identify and use high-frequency words with one, two, or three letters. (HFW1, HFW2)</p>	<p>will focus on mastery of list 4 in addition to the lists introduced in kindergarten.</p> <p>New high-frequency words should be added to the word wall each week.</p>  <p>Demonstrate the use of weekly high-frequency words in writing and encourage the students to use the words in their own writing.</p> <p>Words to Know (HFW1 Generative Lesson) See and Say/Find and Match (HFW2 Generative Lesson) Suggested poetry connection - “Dig a Little Hole; I Never Had a Dog that Could Talk; Mary’s Canary; Chitterabob/ Hickory, Dickory, Dare; Sing a Song of Sixpence; The Man in the Moon”</p>		
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**Suggested Modifications for Special Education, English Language Learners and Gifted Students:**

- Provide many examples to help ELL students understand the meaning of the term *word*.
- Meet with ELL students for a mini small group lesson prior to the whole group lesson.
- Provide IEP and RTI students with a personal word wall.
- Encourage a home/school connection with a flashcard envelope for children struggling with word retention.
- Repeat/act out the directions in several different ways.

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- Use short simple sentences for interactive writing.
- Use pictures and objects that children understand and that connect to their homes and neighborhoods.
- Provide children exceeding standards with more words and opportunities to find words in reading selections.

**Suggested Technological Innovations/ Use:** Smart Board, Youtube videos, online games, raz-kids.com

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- CRP1 Act as responsible and contributing citizen.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.

## Unit 2: Trimester 1

**Summary of the Unit:** Trimester 1 focuses on early phonemic awareness skills related to short vowel sounds. In addition, students will expand their high-frequency word vocabulary and be introduced to basic grammar concepts. Unit 2 focuses on short vowel spelling patterns and 1<sup>st</sup> grade high frequency words. In addition, students will be exposed to types of sentences and parts of speech. Choose lessons from this curriculum that best meet the needs of your students. Determine the number of lessons you teach on each concept based on your students' progress. Choose 3 mini lessons per day (total) using the Phonics, Spelling and Word Work curriculum and the IRA curriculum. Depending on your students, you may need to spend additional time on certain lessons. You may also be able to eliminate lessons if your students have already mastered a particular skill. Throughout this curriculum, you will see many lessons labeled as "Generative Lessons". These lessons can be modified to be used more than once to meet the needs of your students. The use of spelling patterns over spelling lists is highly encouraged. For example, encourage students to build at and an words rather than giving them a list of just 10 words. The students can be challenged to create their own list of real and nonsense words rather than having a list provided by the teacher. Most students will learn to spell their high frequency words when exposed to them regularly (word wall, shared writing) and encouraged to apply them in their writing. Lists can be provided to students who struggle with spelling. All skills and concepts taught in Unit 2 should be taught to mastery.

### Enduring Understanding:

- Knowing how words work will make students better readers.
- Proficient readers fluently decode letters, sounds and symbols to comprehend texts across a range of types. Letters, sounds and symbols form the foundation of language systems.
- Punctuation and grammar impact a writer's message. Readers and writers use phonetic principles to read and spell.

### Essential Questions:

- What makes one-word sound different than another?
- How can knowing several high frequency words help me grow as a reader?
- How can I manipulate sounds to make words?
- How can learning a spelling pattern help me with writing?
- How does a writer's spelling impact communication?

### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Word Inventory  
First Trimester Benchmark

**Resources:** A sample calendar is available on live binder.

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<p>Fountas &amp; Pinnell Phonics, Spelling and Word Study Lessons            The Fountas &amp; Pinnell Comprehensive Phonics, Spelling and Word Study Guide            Irene C. Fountas &amp; Gay Su Pinnell Sing a Song of Poetry            The Fountas &amp; Pinnell Literacy Continuum</p>					
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<b>Spelling</b>					
Short Vowel CVC Words	3 lessons per pattern (Generative Lesson)  Suggests trimester 1 patterns: -ad        -ag -an        -at -ed        -en -et        -ig -in        -it -ob        -og -op        -ot -ut        -ug -un        -ck  15 lessons	<ul style="list-style-type: none"> <li>• Talk about the fact that words, in general, have letter patterns that can appear in many words. (SP1)</li> <li>• Use the consonant-vowel- consonant (CVC) pattern (SP2)</li> <li>• Use more common phonograms with a vc pattern. (SP 3, SP4)</li> <li>• Blend 2 or 3 Phonemes in a word (whole group or strategy group)</li> </ul>	Word lists for home and in school partner work can be found on live binder. More than 1 pattern can be taught per week and previously introduced short vowels should be reviewed after introduction of new vowel patterns. <ul style="list-style-type: none"> <li>• Notice Parts (SP1, Generative Lesson)</li> <li>• Notice Parts/Make Words (SP2)</li> <li>• Say and Sort (SP3, Generative Lesson)</li> <li>• Notice Parts/Make Words (SP4, Generative Lesson)</li> <li>• Shared reading options from Readinga-z.com</li> <li>• Short a patterns – Nan and Pap (Lesson 2), A Nap and a Map (Lesson 4), Sam and the Sap(Lesson 5) , A Tap and a Pat</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly/bi-weekly spelling tests</li> <li>• Spelling application in writing samples</li> <li>• F and P Spelling Patterns Assessment A, B, C, D, E, F, G or H</li> </ul>	SL.1 RF.1.2 RF.1.3 RF.1.4 RL.1.4



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			(Lesson 6), Dan the Tan Man(Lesson 9), Nat's Cat (Lesson 25) <ul style="list-style-type: none"><li>• Short e patterns – Get the Pets (Lesson 10), Ten Pets (Lesson 15)</li><li>• Short i patterns – Did it Fit (Lesson 16), The Pin with a Tin Fin (Lesson 18)</li><li>• Short o patterns – Don and Dots (Lesson 8), I Can Hop (Lesson 12)</li><li>• Short u patterns – The Mutt and the Bug (Lesson 21), My Pug Has Fun (Lesson 22), Bub and the Nut (Lesson 28)</li></ul>		
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<b>High –Frequency Words/ Word Solving Actions</b>					
<b>High Frequency Words</b>	<p>2 lessons per 4 - 5 high frequency words (Generative Lesson)</p> <p>3 lessons (Generative Lesson – Can be used with different words as needed – 20 book/poem suggestions included)</p>	<ul style="list-style-type: none"> <li>• Use high frequency words with one, two, or three letters (HWF1, HWF2)</li> <li>• Read high-frequency words in continuous test. (HWF3, HWF4, HWF5)</li> </ul>	<p>Introduce 4 – 5 words per week from the district approved high- frequency word list. Lists 4, 5 and 6 are the grade 1 lists. List 7 is grade 1 enrichment. 1<sup>st</sup> trimester will focus on mastery of list 4 in addition to the lists introduced in kindergarten. New high-frequency words should be added to the word wall each week. Demonstrate the use of weekly high-frequency words in writing and encourage the students to use the words in their own writing.</p> <ul style="list-style-type: none"> <li>• Word to Know (HWF1 – Generative Lesson)</li> <li>• See and Say/ Find and Match (HWF2 – Generative Lesson)</li> <li>• Words to Know (HFW3, HFW4, HFW5- Generative Lesson, suggested texts below)</li> </ul> <p><b>Suggested Raz-Kids books for reading list 4 high frequency words in context:</b></p> <ul style="list-style-type: none"> <li>• Play – Do You Play (set b, book 7)</li> <li>• Will – She Will Be (set b, book 10)</li> <li>• Get - Each Will Get (set b, book 12)</li> <li>• Where – Where is It? (set c, book 1)</li> <li>• When – How Many Do You See (set c, book 3)</li> <li>• Little/too – Too Little, Too Big (set c, book 4)</li> </ul>	<ul style="list-style-type: none"> <li>• High – Frequency Word Inventory</li> <li>• Writing Samples</li> <li>• Teacher Observation</li> <li>• Fountas and Pinnell Word-Solving Actions Assessment A, C, D or G</li> </ul>	<p>SL.1 W.4 W.1 RF.1.2 RF.1.4</p>

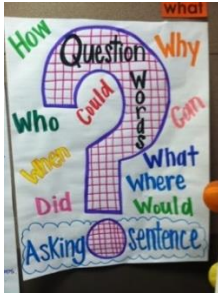
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	<p>1 lesson (Generative Lesson)</p> <p>1 lesson</p>	<p>Read known words quickly. (WSA1)</p> <p>Use knowledge of letter-sound relationships to</p>	<ul style="list-style-type: none"> <li>• Now – Where Will She Go? (set c, book 5)</li> <li>• Here – Here are Three (set c, book 10)</li> </ul> <p><b>High Frequency words for shared reading found in <u>Sing a Song of Poetry</u>.</b></p> <ul style="list-style-type: none"> <li>• them – Good Morning, Mrs. Hen (page 89)</li> <li>• over – My Bonnie Lies Over the Ocean (page 163)</li> <li>• then – Peanut Butter and Jelly (page 185)</li> <li>• man – Sam, Sam, the Butcher Man (page 195)</li> <li>• mother – My Apple (page 159)</li> <li>• should – My Big Balloon (page 161)</li> <li>• saw – I Saw a Saw (page 110)</li> <li>• would/could – I Would if I Could (page 113)</li> <li>• what – Did You Feed My Cow? (page 68)</li> <li>• give – The Moon Shines Bright (page 156)</li> <li>• when – My Favorite Toys (page 164)</li> <li>• their – Three Jolly Gentlemen (page 232)</li> </ul> <p>Words to Know (WSA1) Suggested Poetry Connection – “The Elephant Who Jumped a Fence”</p> <p>See and Say (WSA2) Suggested Poetry Connection – “The Smile Song; Six Little Snowmen; A Cloud”</p>		
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	3 lesson	<p>monitor word-solving accuracy. (WSA2)</p> <p>Change the beginning sound or sounds to make and solve a new word. (WSA3, WSA4, WSA5)</p>	<p>Hear and Say/Say and Sort (WSA3) Hear and Say (WSA4, WSA5) Generative Lessons Suggested poetry connection – “Star Light, Star Bright”; “The Little Plant; Little Bird”” Four Seasons”; “Aunt Maria”; “Chitterabob”; “Good Morning, Mrs. Hen”/ “The Old Woman”</p>		
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<b>Grammar/Word Structure</b>					
Sentences	2 lessons	Take part in a talk about the concept of a sentence (ELC3, ELC4).	See and Say/ See and Write (ELC3) Hear and Say/ Say and Write (ELC4) Suggested poetry connection – “Little Boy Blue; Did You Feed My Cow/; Soda Bread/ Bears Eat Honey; Roosters Crow”	Writing Samples	L.1.2 SL.1.6 SL.1.4
	2 lessons	Distinguish between the four different types of sentences.	Asking Words - <a href="#">Asking Words Song</a>  <a href="#">Asking Words Video</a> Create a chart of asking words to hang in the classroom.		
	4 lessons	Write the four different types of sentences	 Types of Sentences Video - <a href="#">Types of Sentences Video</a>		
Nouns (singular, plural, proper)	1 lesson	Use concept words: Days of the week. (WMV1)	Map Words (WMV1) Suggested poetry connection – “On Saturday Night; Monday Morning; There are Seven Days”	<ul style="list-style-type: none"> <li>• F and P Word Meaning/ Vocabulary Assessment A, B, or D</li> <li>• Noun Sort</li> </ul>	SL.1 L.1.5
	2 lessons	Identify a person, place, thing or animal as being a noun	Introduction to Nouns Video – <a href="https://www.youtube.com/watch?v=z70n6RC265o">https://www.youtube.com/watch?v=z70n6RC265o</a>		
	1 lesson	Categorize nouns as naming a person,	<a href="#">Noun Game</a>		

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		place, thing or animal (WMV 2).	Map Words (WMV2, materials available to print on livebinder)		
Verbs	2 lessons	Identify words that show action as verbs (Variation of WMV2)	<ul style="list-style-type: none"> <li>• Map Words (WMV2, materials available to print on livebinder)</li> <li>• Live Binder</li> <li>• <a href="#">Noun/Verb Game</a></li> </ul>	Noun/Verb Sort	SL.1 L.1.5D
Antonyms	2 lessons	Identify and use antonym pairs (WMV 3).	<p>Antonyms SMART board game -<a href="#">Opposites Picture Game</a></p> <p>Map Words (WMV 3, materials available for print on livebinder)</p>	Teacher Observation  PMA	SL.1 L.1.3
Syllables	2 lessons (Generative Lesson further instruction is needed)	List, hear, say, clap and identify syllables in one or two syllable words (WS1, WS2)	<p>Hear and Say/Say and Sort (WS1) Suggested poetry connection –Little Raindrops; Snowman; “Two Cats of Kilkenny” Say and Sort (WS2) Suggested poetry connection – Papa’s Glasses; My Favorite Toys; The Smile Song</p>	Fountas and Pinnell Word Structure Assessment A or E	SL.1 RF.1.2 RF.1.3

**Suggested Modifications for Special Education, English Language Learners and Gifted Students:**

- Provide many examples to help ELL students understand the meaning of the term *word*.
- Meet with ELL students for a mini small group lesson prior to the whole group lesson.
- Provide IEP and RTI students with a personal word wall.
- Encourage a home/school connection with a flashcard envelope for children struggling with word retention.
- Repeat/act out the directions in several different ways.
- Use short simple sentences for interactive writing.
- Use pictures and objects that children understand and that connect to their homes and neighborhoods.
- Provide children exceeding standards with more words and opportunities to find words in reading selections.

**Suggested Technological Innovations/ Use:** Smart Board, Youtube videos, online games, raz-kids.com

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- CRP1 Act as responsible and contributing citizen.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.

### Unit 3: Trimester 2

**Summary of the Unit:** At this time, many first graders have learned to hear sounds in words. This unit will help the students extend their basic phonological awareness. It is recommended that students be exposed to extensive work in reading aloud and shared reading to develop phonological and phonemic awareness. The second trimester transitions into long vowel sounds but will still continue to strengthen skills previously taught. When choosing lesson from Unit 3, you will be making your selection from 3 categories (spelling, high frequency words and grammar/word structure). It is recommended that you introduce new spelling patterns and new high frequency lessons weekly. As the children develop more independence, the high frequency activities can be completed solely during Daily 5 which will eliminate the need for partner work to follow the introduction of new high frequency word. Add new words to your word wall and provide ample opportunities for your students to use those words within their writing. The grammar skills introduced in this unit are merely an introduction and can be strengthened during the writers' workshop process. As in unit 1, it is recommended that you choose a total 15 mini lessons per week (3 per day) from the Phonics, Spelling and Word Work curriculum and the IRA curriculum. Choose the lessons based on the needs of your students. Included in the Instructional Activities for each topic/lesson are suggested titles from the Sing a Song of Poetry book that correlate with the objectives. These titles are there to supplement your instruction if needed; they are not a mandatory part of the lessons. Depending on your students, you may need to spend additional time on certain lessons. You may also be able to eliminate lessons if your students have already mastered a particular skill. Refer to the Literacy Continuum to determine if your students have reached grade level mastery for each concept.

#### **Enduring Understanding:**

- People communicate through words.
- People communicate through written text.
- Recognizing the relationship between letters and sounds is the foundation for success as a reader.
- Letter and letter combinations represent sounds.
- Readers use strategies to construct meaning
- Readers recognize the power of words to affect meaning

#### **Essential Questions:**

- What makes one-word sound different than another?
- How can knowing several high frequency words help me grow as a reader?
- How can I manipulate sounds to make words?
- How can learning a spelling pattern help me with writing?
- How does a writer's spelling impact communication?
- How do readers prepare for reading?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

Trimester 2 Benchmark Assessment



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PMA/DRA					
<b>Resources:</b> Fountas & Pinnell Phonics, Spelling and Word Study Lessons The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study Guide Irene C. Fountas & Gay Su Pinnell Sing a Song of Poetry The Fountas & Pinnell Literacy Continuum					
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<b>Spelling</b>					
Long vowel patterns	1 lesson (Generative Lesson)	Identify long vowel sounds in words and the letters that represent them (LSR13)	Hear and Say/ Say and Sort (LSR13, Generative Lesson) Suggested poetry connection – “Good Morning, Mrs. Hen; One, Two, How are You?”	<ul style="list-style-type: none"> <li>• Weekly Spelling Tests</li> <li>• Writing Samples</li> <li>• Fountas &amp; Pinnell Letter Sound Relationships Assessment D, J or L</li> <li>• Fountas &amp; Pinnell Spelling Patterns Assessment A, B,C,D,E,F,G or H</li> </ul>	SL.1 RF.1.2 RF.1.3 L.1.1 L.1.2
Use these generative lessons weekly to teach new patterns.	1 lesson (Generative Lesson)	Use phonograms with a vowel – consonant silent e (VCe) pattern. (SP9)  Suggested trimester 2 spelling patterns -ace, -ade, -ake, -ale, -ame, -ane, -ape, -ate, -ave, -ice, -ide, -ile, ine, -ite, -ive, -oke, -ose	<a href="#"><u>Say Your Name (bossy e) video</u></a> Notice Parts/ Say and Sort (SP 9, Generative Lesson) Suggested poetry connection – “Handy Pandys; What’s Your Name? This Old Man”  You have the option to extend beyond the continuum with additional long vowel sounds if the above skills are mastered.		

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	1 lesson Generative Lesson	Use long vowel sounds in words with silent e (LSR14).	Say and Sort (LSR14, Generative Lesson) Suggested poetry connection – “A Snail; Six Little Ducks; Listen to the Tree Bear”  Shared Reading Options from Readinga- z.com: <ul style="list-style-type: none"><li>• VCe Long /a/ Snake and Ape (Lesson 42)</li><li>• Vce Long /o/ Rose’s Birthday (Lesson 43)</li><li>• Vce Long /i/ The Nice Mice (Lesson 44)</li></ul>		

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<b>High Frequency Words</b>					
	List 5 2 – 3 lessons per week (Generative Lessons)	Identify and use high frequency words with three or more letters. (HFW 6, HFW 7, HFW 8)	<p>Words to Know (HFW 6, Generative lesson) Suggested poetry connection – “A Wise Old Owl; My Aunt Jane; I Have Two Eyes”</p> <p>Words to Know (HFW 7 Generative lesson) Suggested poetry connection – “My Big Balloon; My Bike”</p> <p>Words to Know (HFW 8, Generative lesson) Suggested poetry connection – “Twenty White Horses; On Saturday Night; Papa’s Glasses”</p>	<ul style="list-style-type: none"> <li>• High Frequency Word Inventory</li> <li>• Fountas &amp; Pinnell High Frequency Words Assessment A, C or D</li> </ul>	SL.1 RF.1.2 RF.1.2 RF.1.3 RF.1.4


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<b>Grammar/ Word Structure</b>					
Extending Phonological Awareness	1 lesson	Name the same middle phoneme in words (PA7).	Say and Sort (PA7) : Suggested poetry connection – “ Moon, Moon; I Never Had a Dog that Could Talk; Say and Touch”	<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell Phonological Awareness Assessment D, E, F or G</li> </ul>	SL.1 RF.1.2 RF.1.3
	2 lessons	Divide words based on onsets and rimes (PA8, PA9).	Hear and Say (PA8) Suggested poetry connection – “A Snail; I Never Had a Dog that Could Talk; My Aunt Jane”		
			Hear and Say (PA9) Suggested poetry connection – “This Old Man; Tom, Tom, the Pipers Son; On Top of Spaghetti		
	1 lesson	Build words by blending onsets with rimes (PA10).	Hear and Say (PA10) Suggested poetry connection - “I Have Two Eyes; Little Blue Ben’ Chitterabob”		
	1 lesson	Identify and say four or more phonemes in a word sequence (PA11).	Hear and Say (PA11) Suggested poetry connection - “Mary’s Canary; Five Little Leaves; Hanky Panky”		
	5 lessons (Generative Lessons)	Identify and say consonant clusters that blend two or three consonant sounds (onsets) (LSR 7, LSR 8, LSR 9, LSR 10, LSR 11)	<p>Make Words (LSR 7) Suggested poetry connection - “Tweedledum and Tweedledee; The Old Woman; Soda Bread”</p> <p>Notice Parts (LSR 8) Suggested poetry connection – “Star Light, Star Bright; Six Little Snowmen; A Snail; The Itsy Bitsy Spider”</p> <p>Notice Parts/Find and Match (LSR 9)</p>		

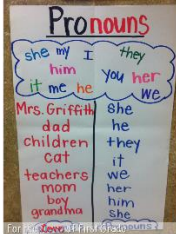
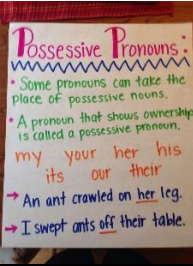
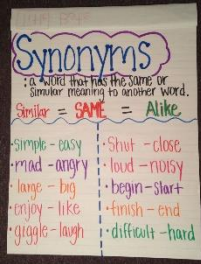
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			<p>Suggested poetry connection – “A Cloud; Slowly, Slowly; A Horse and a Flea and Three Blind Mice”</p> <p>Notice Parts/Find and Match (LSR 10) Suggested poetry connection – “Four Seasons; The Squirrel; Three Elephants”</p> <p>Say and Sort (LSR 11) Suggested poetry connection – “There Was an Old Man of Peru; She’ll Be Coming ‘Round the Mountain; This Old Man”</p>		
	1 lesson (Generative Lesson)	Identify short vowel sounds in words and the letters that represent them (LSR 12)	Hear and Say/Say and Sort (LSR 12) Suggested poetry connection – “Three Elephants; The Clever Hen; Dingle Dangle Scarecrow”		
	1 lesson (Generative Lesson)	Identify long vowel sounds in words and the letters that represent them (LSR 13)	Hear and Say/Say and Sort (LSR 13) Suggested poetry connection – “Good Morning, Mrs. Hen; One, Two, How Do You Do?”		
	2 lesson (Generative Lesson)	Use onsets and rimes in known words to read and write other words with the same parts (WSA 6, WSA 7)	Notice Parts (WSA 6, WSA 7) Suggested poetry connection - WSA 6 “Hickory Dickory, Dean; Four Seasons”/ WSA 7 “Handy Pandy; Jack Sprat”		
	1 lesson (Generative Lesson)	Use onset and rimes to read words (WSA 8)	Notice Parts (WSA 8)		

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			Suggested poetry connection – “Hickory Dickory Dare; I Know Something; My Little Toys”		
Adjectives	1 lesson	Identify and use words to describe the shape, color, size, number and other characteristics of nouns.	<p><a href="#">Introduction to Adjectives Video</a></p>  <p>Variation of lesson WMV 2. Materials can be found on live binder.</p> <p>Encourage students to use adjectives in their writing and allow time for sharing.</p>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Work Samples</li> </ul>	SL.1 R4 RL.1.4 L.1.1
Plural Nouns	1 lesson	Use plurals that add s (WS 3)	Notice Parts/ Find and Match (WS 3, Generative lesson based on needs of your students) Suggested poetry connection – “It’s Raining; The Smile Song”	<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell Word Structure Assessment B, D, F, or G</li> </ul>	SL.1 SL.2 SL.1.4 L.1.2
Possessive Nouns	1 lesson	Use possessives that add an apostrophe and s to singular nouns (including proper nouns) to show ownership	Possess means “have or own.” A person, place or thing can possess something. Add an apostrophe and s to a singular noun to show possession.	<ul style="list-style-type: none"> <li>Teacher Observation / Anecdotal Notes</li> <li>Work Samples</li> </ul>	SL.1 SL.2 SL.1.4 L.1.1
Pronouns	1 lesson	Use simple personal pronouns.	A pronoun is a word used in place of one or more nouns. The pronouns I, he, it, me, she, him, her, we, my, you, and they have been introduced as high frequency words in lists	<ul style="list-style-type: none"> <li>Teacher Observation / Anecdotal Notes</li> <li>Work Samples</li> </ul>	SL.1 SL.2 SL.1.4 L.1.1

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			<p>1 – 4. Use this anchor chart (or a similar one) if you feel your students need to be taught pronouns in isolation.</p> 		
Possessive Pronouns	1 lesson	Use simple possessive pronouns.	<p>Common possessive pronouns used by 1<sup>st</sup> grade students are my, mine, your, yours, their, and theirs. Encourage students to use these words within their writing.</p> 	<ul style="list-style-type: none"> <li>• Work Samples</li> </ul>	<p>SL.2 SL.1.4 L.1.1</p>
Articles (a vs an)	1 lesson	Demonstrate knowledge of using articles a and an before a noun	<p>Use materials found on live binder to complete this say and sort lesson. <a href="#">Introduction to a and an video</a></p>	<ul style="list-style-type: none"> <li>• Work Samples</li> </ul>	<p>SL.2 SL.1.4 L.1.1</p>
Synonyms	1 lesson	Use synonyms (words that have almost the same meaning) WMV 3	<p>Map Words (WMV 3)</p> 	<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Word Meaning/Vocabulary Assessment C or E</li> </ul>	<p>NJSLSA .R4 SL.1</p>

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			Suggested poetry connection – “Traffic Safety; A Tiny Seed; My Big Balloon”		
Homophones	1 lesson	Conclude and talk about the fact that words can be related in many ways.	Some words go together because they sound the same. <a href="#">Dear Deer Online Book</a>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Work Samples</li> </ul>	NJSLSA .R4 SL.1
<p><b>Suggested Modifications for Special Education, English Language Learners and Gifted Students:</b></p> <ul style="list-style-type: none"> <li>• Provide many examples to help ELL students understand the meaning of the term <i>word</i>.</li> <li>• Meet with ELL students for a mini small group lesson prior to the whole group lesson.</li> <li>• Provide IEP and RTI students with a personal word wall.</li> <li>• Encourage a home/school connection with a flashcard envelope for children struggling with word retention.</li> <li>• Repeat/act out the directions in several different ways.</li> <li>• Use short simple sentences for interactive writing.</li> <li>• Use pictures and objects that children understand and that connect to their homes and neighborhoods.</li> <li>• Provide children exceeding standards with more words and opportunities to find words in reading selections.</li> </ul>					
<p><b>Suggested Technological Innovations/ Use:</b> Smart Board, Youtube videos, online games, raz-kids.com</p>					
<p><b>Cross Curricular/ 21<sup>st</sup> Century Connections:</b> 9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <ul style="list-style-type: none"> <li>• CRP1 Act as responsible and contributing citizen.</li> <li>• CRP2 Apply appropriate academic and technical skills.</li> <li>• CRP4 Communicate clearly and effectively and with reason.</li> <li>• CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP11 Use technology to enhance productivity.</li> </ul>					



### Unit 4: Trimester 3

**Summary of the Unit:** Trimester 3 will focus on continued mastery of skills taught in trimesters 1 and 2. In addition, new spelling patterns and concepts that go beyond the Literacy Continuum will be introduced. Many of these introductory skills and concepts will be addressed in depth in future grade levels. Just as in trimester 2, when choosing lesson from Unit 4, you will be making your selection from 3 categories (spelling, high frequency words and grammar/word structure). It is recommended that you introduce new spelling patterns and new high frequency lessons weekly.

**Enduring Understanding:**

- Readers employ strategies to help them understand text.
- Punctuation and grammar impact a writer’s message. Readers and writers use phonetic principles to read and spell.
- Knowledge of the principles and patterns of word study will enable readers to decipher words they do not know.

**Essential Questions:**

- How do readers identify and read CVCe words?
- How does knowing word family patterns help learners spell related words?
- How does a learner add, delete or substitute a sound to make a new spoken word?
- How does increasing knowledge of word meaning effect fluency?
- How does the meaning of a root word change by adding a suffix?
- How do readers apply word structure analysis and vocabulary to reading selections?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

Trimester 3 Benchmark  
DRA

**Resources:**

Fountas & Pinnell Phonics, Spelling and Word Study Lessons  
The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study Guide  
Irene C. Fountas & Gay Su Pinnell Sing a Song of Poetry  
The Fountas & Pinnell Literacy Continuum

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
<b>Spelling</b>					
Double vowels/double consonants  Soft C/Hard C Soft G/Hard G	Suggested trimester 3 spelling patterns: ll, ff, ow as in cow and tow, ew, ee, oo as in hook and spoon  1 lesson (Generative Lesson)  1 lesson (Generative Lesson)  1 lesson (Generative Lesson)	Use phonograms that end in a double consonant (SP10).  Use less common phonograms with VC pattern (SP8)  Use phonograms with a double vowel VVC.	Notice Parts/Making Words (SP10) Suggested Poetry Connection – “Twenty White Horses; Little Bo-Peep; I Know Something”  Use with ow and ew Notice Parts (SP8) Shared Reading Options from Readinga-z.com: <ul style="list-style-type: none"> <li>• A Crow with Flaws (Lesson 61)</li> <li>• The Clown Who Lost Her Smile (Lesson 64)</li> </ul> This skill goes beyond the Fountas and Pinnell continuum and will be revisited in future years. It is recommended that you use generative lessons SP8 or SP9 with these spelling patterns.	<ul style="list-style-type: none"> <li>• Weekly/bi-weekly tests</li> <li>• Writing Samples</li> </ul>	RF.1.2 RF.1.3 L.1.1 SL.1

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	1 lesson	Use Consonant letters that represent two or more different sounds at the beginning of a word (LSR21)	Shared Reading Options from readinga-z.com <ul style="list-style-type: none"><li>• Long /e/ The Bee and the Flea (Lesson 53)</li><li>• /oo/ Snoop the Crime Dog (Lesson 59)</li><li>• A Good Day for Fishing (Lesson 60)</li></ul> Say and Sort/Find and Match (LSR21) Suggested poetry connection – “Five Little Mice; I Know Something; One, Two, Three, Four, Five”		
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<b>High Frequency Words</b>					
	List 6, List 7 (enrichment) 1 - 2 lessons per week (Generative Lessons)	Use high frequency words with three or more letters (HFW8)	Words to Know (HFW8) Suggested poetry connection – “Twenty White Horses; On Saturday Night; Papa’s Glasses”	<ul style="list-style-type: none"> <li>• High Frequency Word Inventory</li> <li>• Writing Samples</li> </ul>	RF.1.2 RF.1.2 RF.1.3 RF.1.4 SL.1

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<b>Grammar/Word Structure</b>					
Extended Phonological Awareness	1 i lesson (Generative Lesson)	Recognize and use long Vowel sounds in words with silent e (CVCe) (LSR15).	Say and Sort (LSR15) Suggested poetry connection – “Little Bird; Apples and Bananas; Bat, Bat”	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Letter-Sound Relationships Assessment D, E, J or L</li> <li>• Fountas and Pinnell Word-Solving Actions Assessment E or G</li> </ul>	RF.1.2 RF.1.3 L.1.2 SL.1
	3 lessons (Generative Lessons)	Contrast short and long vowel sounds in words (LSR16, LSR17, LSR18).	<p>Say and Sort (LSR16) Suggested poetry connection- “I’d Like to Be a Lighthouse; Five Little Sparrows; Mary’s Canary”</p> <p>Say and Sort/See and Say (LSR17) Suggested poetry connection – “Slip on Your Raincoat; Roosters Crow; There’s Music in a Hammer”</p> <p>Say and Sort/Find and Match (LSR18) Suggested poetry connection – “I Love the Mountains; Alice, Where Are You Going?; There’s a Hole in the Middle of the Sea</p>		
	1 lesson (Generative Lesson)	Use two consonant letters that usually represent on sound at the end of a word (LSR19).	Notice Parts/Say and Sort (LSR19) Suggested poetry connection – “A Tiny Seed; What Do You See?”		
	1 lesson (Generative Lesson)	Use two consonant letters that usually represent on sound at the end of a word (LSR20).	<p>Notice Parts/Say and Sort (LSR20) Suggested poetry connection – “When You and I Grow Up; Dig a Little Hole; What’s Your Name”</p> <p>Say and Write (WSA12)</p>		

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	1 lesson	Make a first attempt to spell unknown words (WSA12)	Suggested poetry connection – “Peter Piper; Hey Diddle Doot”		
	1 lesson	Use letter sound relationships to help spell an unknown word (WSA13).	Make Words/Say and Write (WSA13) Suggested poetry connection – “Little Boy Blue; The Donkey; Six Little Snowmen”		
	1 lesson	Change a middle sound to make and solve a new word (WSA14)	Hear and Say/ Find and Match (WSA14) Suggested poetry connection – “Two Cats of Kilkenny; Baby Rhinoceros; My Little Toys”		
	2 lessons (Generative Lessons)	Change an onset or rime to read or write other words (WSA15, WSA16).	Notice Parts/Make Words (WSA15, WSA16) Suggested poetry connection – WSA15 “A Horse and a Flea and Three Blind Mice; A Tiny Seed; What Do You See?” WSA16 “I’d Like to Be a Lighthouse; Going to the Fair; I Had a Little Rooster”		
	1 lesson	Add a letter to the beginning or end of a word to read or write other words (WSA17).	Notice Parts/Make Words (WSA17) Suggested poetry connection – “My Favorite Toys; My Love for You; The More We Get Together”		
Plurals ending with ch,sh,s,x, or z	1 lesson (Generative Lesson)	Use plurals that add -es to words that end with the letters ch,sh,s,x, or z (WS4).	Notice Parts/ Find and Match (WS4) Suggested poetry connection – “Crocodile; Shoo Fly; I Would If I Could”	<ul style="list-style-type: none"> <li>• Writing Samples</li> <li>• Fountas &amp; Pinnell Word Structure Assessment B, F or G</li> </ul>	L.1.1 SL.1
ing/ed endings	1 lesson (Generative Lesson)	Use the ending -ing when forming the	Notice Parts (WS5)	<ul style="list-style-type: none"> <li>• Writing Samples</li> </ul>	L.1.1 SL.1

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	1 lesson (Generative Lesson)	present participle of a verb (WS5).  Use the ending -ed when forming the past tense of a verb (WS6).	Suggested poetry connection – “Apples and Bananas; Baby Rhinoceros; Baby Bumblebee; The Grand Old Duke of York”  Notice Parts/Find and Match (WS6) Suggested poetry connection – “The Squirrel; What’s Your Name?; There’s a Hole in the Middle of the Sea”	<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell Word Structure Assessment D</li> </ul>	
Compound words	1 lesson (Generative Lesson)	Take apart a compound word to read two smaller words (WSA18)	Notice Parts (WSA18) Suggested poetry connection – “Dig a Little Hole; Little Bo-Peep; The Lion and the Unicorn”	<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell Word-Solving Actions Assessment F, H or I</li> </ul>	RF.1.3 SL.1
Contractions	1 lesson (Generative Lesson)	Talk about the concept of a contraction (WS7).	Make Words (WS7) Suggested poetry connection – “My Little Toys; I Love the Mountains; Six Little Ducks”	<ul style="list-style-type: none"> <li>Writing Samples</li> <li>Fountas &amp; Pinnell Word Structure Assessment C, H or I</li> </ul>	L.1.1 SL.1
	1 lesson (Generative Lesson)	Use contractions with not (WS8).	See and Say (WS8) Suggested poetry connection – “Slip on Your Raincoat; Papa’s Glasses; Five Little Sparrows”		
	1 lesson (Generative Lesson)	Use contractions with am and are (WS9).	See and Say (WS9) Suggested poetry connection – “This Old Man; Five Little Leaves; Five Enormous Dinosaurs”		
	1 lesson (Generative Lesson)	Use contractions with is or has (WS10).	See and Say/Find and Match (WS10) Suggested poetry connection – “The Elephant Who Jumped a Fence; On Top of Spaghetti”		

**Suggested Modifications for Special Education, English Language Learners and Gifted Students:**

- Meet with ELL students for a mini small group lesson prior to the whole group lesson.
- Provide IEP and RTI students with a personal word wall.
- Encourage a home/school connection with a flashcard envelope for children struggling with word retention.
- Repeat/act out the directions in several different ways.
- Use short simple sentences for interactive writing.
- Use pictures and objects that children understand and that connect to their homes and neighborhoods.
- Provide children exceeding standards with more words and opportunities to find words in reading selections.

**Suggested Technological Innovations/ Use:**

Smart Board, Youtube videos, online games, raz-kids.com

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

- CRP1 Act as responsible and contributing citizen.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.