

Introduction

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

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:
 - Heggerty (whole group) 10 minutes
 - 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.*)
 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).
 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/)*
 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.)*

Table of Contents

Trimester 1-Unit 1 Readiness

Unit 2

Trimester 2- Unit 3

Trimester 3-Unit 4

Unit 1 Readiness

Content Area: **Language Arts**
Course(s):
Time Period: **1st Trimester**
Length: **4 weeks**
Status: **Published**

Summary of the Unit

The first 4 weeks of this curriculum focuses on 1st grade readiness and review of kindergarten skills to refresh the students after the summer break. This unit is organized in four sections (Word Work, Phonics, High Frequency Words, and Heggerty). Each of the 4 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 of 15 whole group lessons per week (3 per day) from the Phonics, Spelling and Word Work curriculum and the IRA curriculum. Beginning the second full week of school, the first lesson of Heggerty is to start and continue through lesson/week 4 from the Heggerty manual. 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 Understandings

- 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

- 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?
- What can we learn from print?

Summative Assessment and/or Summative Criteria

Kindergarten Word Inventory

Beginning of the Year BAS

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

Heggerty Teacher Manual

Heggerty decodables

Unit Plan

| Topic/Selection | Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments |
|-------------------------|------------------|---------------------------|---------------------------------|-------------------------------|
| Launch Word Work | | | | |

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| | 2 days of training followed by implementation | <ul style="list-style-type: none"> • List procedures for how to use word work materials. • Build stamina develop independence while working with word work materials. | <ul style="list-style-type: none"> • Create an anchor chart with student expectations (start right away, work the entire time, practice high-frequency vocabulary and spelling skills). • Include letter magnets, dry erase boards, magnetic boards, dry erase markers and word cards in word work center. • Model behaviors for the students and select students to model for the class. | Teacher Observation |
| Phonics | | | | |
| Beginning Sounds | 1 lesson | Use beginning consonant sounds and the letters that represent them (LSR2) | Find and Match (LSR2) Suggested poetry connection – “It’s Raining” ; "A, You're Adorable" | <ul style="list-style-type: none"> • Teacher Observation • F and P Letter Sound Relationships Assessments A,B,I, or J |
| Beginning Sounds | 1 lesson | Use beginning consonant sounds and the letters that represent them (LSR3) | Find and Match (LSR3) Suggested poetry connection – “ Moon, Moon;" Jack, Be Nimble" or "Johnny Appleseed" | <ul style="list-style-type: none"> • Teacher Observation • F and P Letter Sound Relationships Assessments A,B,I, or J |
| Beginning Sounds | 1 Lesson | Use beginning consonant sounds and the letters that represent them (LSR4) | Find and Match (LSR4) Suggested poetry connection – “Tick-Tock”; "The Boy in the | <ul style="list-style-type: none"> • Teacher Observation • F and P Letter Sound Relationships |

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| | | | Barn" or "The Elephant Who Jumped a Fence” | Assessments A,B,I, or J |
| Rhyming Words | 1 Lesson | List, hear and say rhyming words. (PA1) | Hear and Say (PA1) Suggested poetry connection - “Engine, Engine, Number Nine”; "The Clever Hen" , "Jack-in-the-box" or " Ball-bouncing Rhymes” | <ul style="list-style-type: none"> • Teacher Observation • F and P Phonological Assessment A or G |
| CVC | 1 Lesson | Identify short vowel sounds in words and the letters that represent them (LSR 12) | /Say and Sort (LSR 12) Suggested poetry connection – “Little Bird”; "Apples and Bananas" or "Bat, Bat" | <ul style="list-style-type: none"> • Teacher Observation • F and P LSR assessment F or J |
| CVC | 1 Lesson Generative | Talk about the fact that words, in general, have letter patterns that can appear in many words. (SP1) | Notice Parts (SP1) Suggested poetry connection - “Out” ; "I Know Something" "I Went Downtown" | <ul style="list-style-type: none"> • Teacher Observation • Spelling application in writing samples • F and P Spelling Patterns Assessment A, B, C, D, E, F, G or H |
| CVC | 1 Lesson Generative | Use the consonant-vowel- consonant (CVC) pattern (SP2) | Notice Parts/Make Words (SP2) Suggested poetry connection - “Little Pup, Little Pup” ; "The Clever Hen" or "Little Blue Ben" | <ul style="list-style-type: none"> • Teacher Observation • Spelling application in writing samples • F and P Spelling Patterns Assessment A, B, C, D, E, F, G or H |

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| Rhyming Words | 1 Lesson | List, hear and say rhyming words. (PA2) | Hear and Say (PA2) Suggested poetry connection – “Jack Be Nimble”; "A Wise Old Owl" or "Willy Boy, Willy Boy” | <ul style="list-style-type: none"> • Teacher Observation • F and P Phonological Assessment A or G |
| Rhyming Words | 1 Lesson | Change the Beginning Sound or Sounds to make new words (WSA 4) | Hear and Say (WSA 4) Suggested poetry connection – “Jack Be Nimble; A Wise Old Owl; Willy Boy, Willy Boy” | <ul style="list-style-type: none"> • Teacher Observation • Word Solving Actions Assessment E or G. |
| Rhyming Words | 1 Lesson | Change the Beginning Sound or Sounds to make new words (WSA 5) | Hear and Say (WSA 5) Suggested poetry connection –"Hickory, Dickory, Dare" ; “I know something" or "My Little Toys" | <ul style="list-style-type: none"> • Teacher Observation • Word Solving Actions Assessment E or G. |
| Silent e – i, u | 1 Lesson | Recognize and use Long Vowel Sounds in Words (LSR 14) | Say and Sort (LSR 14) Suggested poetry connection "When You and I Grow Up" ; “Dig a Little Hole" or "What's Your Name?" | <ul style="list-style-type: none"> • Teacher Observation |
| Silent e – i, u | 1 Lesson | Recognize and use Long Vowel Sounds in Words (LSR 15) | Say and Sort (LSR 15) Suggested poetry connection "Five Little Mice" ; “I Know Something" or "one, Two, Three, Four, Five" | <ul style="list-style-type: none"> • Teacher Observation |
| Silent e – i, u | 1 Lesson | Contrast Short and Long Vowel Sounds in Words (LSR 16) | Say and Sort (LSR 16) Suggested poetry connection "Johnny Appleseed" ; "Roosters Crow" or "There's Music in a Hammer" | <ul style="list-style-type: none"> • Teacher Observation |

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| Silent e – i, u | 1 Lesson (Generative) | Use onsets and rimes in known words to read and write other words with the same parts (WSA 6) | Notice Parts WSA 6 Suggested poetry connection - "Star Light, Star Bright" ; "The Little Plant" or "Little Bird" | <ul style="list-style-type: none"> • Teacher Observation • F&P WSA Assessments B or G |
| High Frequency Words | | | | |
| | | | <p>Notice Parts/ Find and Match (ELC1)</p> <p>Suggested poetry connection – “What Do You See; The Donkey; One, Two, Three, Four, Five”</p> <ul style="list-style-type: none"> • Introduce 3-4 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. 1st 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>Word Inventory (complete inventory of Kindergarten words before beginning list 4)</p> |

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| | 2 - 3 lessons per week (Generative Lessons) | Identify and use high-frequency words with one, two, or three letters. (HFW1, HFW2) | 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" | <ul style="list-style-type: none"> • Teacher Observation • F&P HFW Assessments A, B, C, or D |
| Grammar | | | | |
| | Can be repeated for each type of sentence. | Types of Sentences What is a sentence? Statements, Questions, Exclamations | <ul style="list-style-type: none"> • Say and Write (ELC3) • Say and Write (ELC4) • Anchor Charts • Sorts | <ul style="list-style-type: none"> • Teacher Observation • Student Work |
| | 1 Lesson | Nouns | Variation of lesson (WMV 2) Encourage students to use nouns in their writing and allow time for sharing. Suggested poetry connection - "My Favorite Toys"; "Apples and Bananas" or "Cap, Mittens, Shoes, and Socks" | <ul style="list-style-type: none"> • Teacher Observation • Student Work • F and P Word Meaning/Vocabulary Assessment A,B, or D |
| | 1 Lesson | Recognize and Use Plurals That Add -s | Find and Match (WS3 generative lesson) Suggested poetry connection - "My Little | <ul style="list-style-type: none"> • Teacher Observation • Student Work • F and P Word Structure |

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| | | | Toys" ; "I Love the Mountains" or "Six Little Ducks" | Assessment B,D,F, or G |
| Heggerty | Begin second full week of school. Complete one lesson per week. | | | |
| | Week 1 | <ul style="list-style-type: none"> • Building phonological awareness at the syllable level including segmenting, adding, deleting, and substituting to make new words. • Recognize words that rhyme. • Isolate initial and final sounds. | Heggerty Phonemic Awareness Manual | <ul style="list-style-type: none"> • Teacher Observation • Student participation |
| | Week 2 | <ul style="list-style-type: none"> • Building phonological awareness at the syllable level including segmenting, adding, deleting, and substituting to make new words. • Recognize words that rhyme. • Isolate initial and final sounds. | Heggerty Phonemic Awareness Manual | <ul style="list-style-type: none"> • Teacher Observation • Student participation |
| | Week 3 | <ul style="list-style-type: none"> • Recognize rhyming words. • Isolate initial | Heggerty Phonemic Awareness Manual | <ul style="list-style-type: none"> • Teacher Observation • Student |

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| | | <p>sound.</p> <ul style="list-style-type: none"> • Blend two or three phonemes or sounds into a spoken word. • Isolate final sound, including consonants and consonant digraphs in a spoken word. • Isolate the medial phoneme (vowel sound) in a spoken word. • Segment a spoken word into individual sounds/phonemes. • Manipulate initial phonemes by adding, deleting, and substituting to make new words. | | <p>participation</p> |
| | <p>Week 4</p> | <ul style="list-style-type: none"> • Isolate initial sound. • Blend two or three phonemes or sounds into a spoken word. • Isolate final sound, including consonants and consonant digraphs in a spoken word. • Isolate the medial phoneme (vowel sound) | <p>Heggerty Phonemic Awareness Manual</p> | <ul style="list-style-type: none"> • Teacher Observation • Student participation |

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| | | <p>in a spoken word.</p> <ul style="list-style-type: none"> • Segment a spoken word into individual sounds/phonemes. • Manipulate initial phonemes by adding, deleting, and substituting to make new words. | | |
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Heggerty

Teachers should follow the 30 weeks of explicit and systematic phonological and phonemic awareness lessons in the First Grade Heggerty Phonemic Awareness book. The lessons are oral and auditory, and the words are not shown in print to the students. These phonemic awareness lessons should be taught daily in a whole-class setting. Skills can be taught to target for Tier II or Tier III interventions and small group instruction as needed.

Phonemic Awareness Lesson Components taught in the order of easiest to most difficult:

II. Initial Phoneme Isolation

III. Blending

IV. Phoneme Isolation: Final or Medial Sounds

V. Segmenting

VI. Adding

VII. Deleting

VIII. Substituting

Early Literacy Skills:

I. Alphabet Knowledge

II. Phoneme - Grapheme Connection

III. Language Awareness

Lesson Components by Week:

- Rhyme:
 - Rhyme Recognition (Weeks 1-3)
 - Rhyme Production with a nonsense word (Week 4)
 - Rhyme Production with a rime or word (Weeks 5-9)
- Initial Phoneme Isolation
 - Isolating the initial phoneme (first sound) in spoken words (Weeks 1-9)
- Blending
 - Blending syllables into spoken words (Weeks 1-2, 28-30)
 - Blending phonemes (sounds) into spoken words (Weeks 3-24, 25-27)
- Phoneme Isolation: Final or Medial Sounds:
 - Isolating final phonemes in spoken words (Weeks 1-7)
 - Isolating medial phonemes (vowels) in spoken words (Weeks 8-14, 16-20 *optional)
 - Phoneme isolation: initial, medial, final sounds (Week 15)
- Segmenting
 - Segmenting spoken words into syllables (Weeks 1-2, 28-30)
 - Segmenting spoken words into phonemes (Weeks 3-24, 25-27)
- Adding
 - Adding syllables (Weeks 1-2)
 - Adding initial phonemes to spoken words (Weeks 3-15, 25-26)
 - Adding final phonemes to spoken words (Weeks 16-19, 27-28)
 - Adding phonemes within words (Weeks 20-24, 29-30)
- Deleting

- Deleting syllables from spoken words (Weeks 1-2)
- Deleting initial phonemes from spoken words (Weeks 3-15, 25-26)
- Deleting final phonemes from spoken words (Weeks 16-19, 27-28)
- Deleting phonemes within words (Weeks 20-24, 29-30)
- Substituting
 - Substituting syllables in spoken words (Weeks 1-2)
 - Substituting the initial phoneme in spoken words (Weeks 3-15, 25-26)
 - Substituting the final phoneme in spoken words (Weeks 16-19, 27-28)
 - Substituting the vowel sound in spoken words (Weeks 20-23, 29-30)
 - Substituting the second sound of a consonant blend (Week 24)
- Alphabet Knowledge
 - Week 1-4
 - Optional instruction in Weeks 5-24. Letter cards can be used to provide students with practice with letter names and sounds.
 - Use resources tab on www.heggerty.org
- Phoneme-Grapheme Connection
 - Initial isolation (Weeks 5-6)
 - Final phoneme isolation (Week 7)
 - Blending phonemes (Weeks 8-12)
 - Phoneme segmentation (Weeks 13-17, 20-27)
 - Final phoneme substitution (Weeks 18-19, 27-28)
 - Initial phoneme substitution (Weeks 25-26)
 - Segmenting into syllables and phonemes (Weeks 28-30)
 - Vowel substitution (Weeks 29-30)
- Language Awareness
 - Repeating a sentence aloud and counting the number of words in a sentence (Weeks 1-4)

Standards

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| ELA.L.RF.1.1 | Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| ELA.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. |
| ELA.L.RF.1.2.B | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| ELA.L.RF.1.2.C | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| ELA.L.RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| ELA.L.RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |

Suggested Modifications for Special Education, ELL 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
- My Heggerty Videos

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

21st 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.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.

Unit 2 Trimester 1

Content Area: **Language Arts**
Course(s):
Time Period: **1st Trimester**
Length: **Trimester 1**
Status: **Published**

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 1st 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.

During Trimester 1, Heggerty should be completed each week following the teacher manual. You should complete through week 10 during this trimester.

Enduring Understandings

- 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 learning a spelling pattern help me with writing?
- How can I manipulate sounds to make words?

Summative Assessment and/or Summative Criteria

- Word Inventory
- Spelling Assessments

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
- Heggerty Manual

Unit Plan

| Topic/Selection | Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments |
|-----------------|-----------|--|--|--|
| Phonics | | | | |
| L Blends | 1 Lesson | (LSR 7) Identify and say consonant clusters that blend two or three consonant sounds (onsets) | Make Words (LSR 7) Suggested poetry connection - "Slowly, Slowly"; "Auntie, Will Your Dog Bite?" or "The Big Black Bug" | <ul style="list-style-type: none"> • Teacher Observation • F and P LSR Assessment C or K |
| L Blends | 1 Lesson | (LSR 10) Identify and say consonant clusters that blend two or three | Find and Match (LSR 10) Suggested | <ul style="list-style-type: none"> • Teacher Observation • F and P LSR |

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| | | consonant sounds (onsets) | poetry connection – “A Cloud”; "Slowly, Slowly" or " A Horse and a Flea and Three Blind Mice" | Assessment C, J, or K |
| L Blends | 1 Lesson | (LSR 4) Identify and say consonant clusters that blend two or three consonant sounds (onsets) | Find and Match (LSR 4) Suggested Poetry connection - "Tick - Tock"; "The Boy in the Barn" or "The Elephant who Jumped a Fence" | <ul style="list-style-type: none"> • Teacher Observation • F and P LSR Assessment A, B, I, or J |
| L Blends | 1 Lesson | (PA 3) Hear and Say the Same Beginning Sound in Words | Say and Sort (PA 3) Suggested Poetry connection - "Dingle, Dangle Scarecrow" ; "Five Fat Peas" or "Horsie,Horsie" | <ul style="list-style-type: none"> • Teacher Observation • F and P PA Assessment B or G |
| L Blends | 1 Lesson | (PA 6) Change the Ending Sound to Make a New Word | Say and Sort (PA 6) Suggested Poetry connection - "Little Robin Redbreast" ; "Night, Knight" or "Wiggly Woo" | <ul style="list-style-type: none"> • Teacher Observation • F and P LSR Assessment A, B, I, or J |
| S Blends | 1 Lesson | LSR 7 Identify and say consonant clusters that blend two or three consonant sounds (onsets) | Make Words (LSR 7) Suggested poetry connection - “Slowly, Slowly”; "Auntie, Will | <ul style="list-style-type: none"> • Teacher Observation • F and P LSR Assessment C or K |

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| | | | Your Dog Bite?" or "The Big Black Bug" | |
| S Blends | 1 Lesson | LSR 9 Identify and say consonant clusters that blend two or three consonant sounds (onsets) | Find and Match (LSR 9) Suggested poetry connection - "Star Light, Star Bright" ; "Six Little Snowmen" , " A Snail", and " The Itsy, Bitsy Spider" | <ul style="list-style-type: none"> • Teacher Observation • F and P LSR Assessment C, J, or K |
| S Blends | 1 Lesson | LSR 4 Identify and say consonant clusters that blend two or three consonant sounds (onsets) | Find and Match (LSR 4) Suggested Poetry connection - "Tick - Tock"; "The Boy in the Barn" or "The Elephant who Jumped a Fence" | <ul style="list-style-type: none"> • Teacher Observation • F and P LSR Assessment A, B, I, or J |
| S Blends | 1 Lesson | PA 3 Hear and Say the Same Beginning Sound in Words | Say and Sort (PA 3) Suggested Poetry connection - "Dingle, Dangle Scarecrow" ; "Five Fat Peas" or "Horsie,Horsie" | <ul style="list-style-type: none"> • Teacher Observation • F and P PA Assessment B or G |
| S Blends | 1 Lesson | PA 6 Change the Ending Sound to Make a New Word | Say and Sort (PA 6) Suggested Poetry connection - "Little Robin Redbreast" ; "Night, Knight" or "Wiggly Woo" | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion |

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| R Blends | 1 Lesson | LSR 7 Identify and say consonant clusters that blend two or three consonant sounds (onsets) | Make Words (LSR 7) Suggested poetry connection - "Slowly, Slowly"; "Auntie, Will Your Dog Bite?" or "The Big Black Bug" | <ul style="list-style-type: none"> • Teacher Observation • F and P LSR Assessment C or K |
| R Blends | 1 Lesson | LSR 11 | | |
| R Blends | 1 Lesson | LSR 4 Identify and say consonant clusters that blend two or three consonant sounds (onsets) | Find and Match (LSR 4) Suggested Poetry connection - "Tick - Tock"; "The Boy in the Barn" or "The Elephant who Jumped a Fence" | <ul style="list-style-type: none"> • Teacher Observation • F and P LSR Assessment A, B, I, or J |
| R Blends | 1 Lesson | PA 3 Hear and Say the Same Beginning Sound in Words | Say and Sort (PA 3) Suggested Poetry connection - "Dingle, Dangle Scarecrow" ; "Five Fat Peas" or "Horsie,Horsie" | <ul style="list-style-type: none"> • Teacher Observation • F and P PA Assessment B or G |
| R Blends | 1 Lesson | PA 6 Change the Ending Sound to Make a New Word | Say and Sort (PA 6) Suggested Poetry connection - "Little Robin Redbreast" ; "Night, Knight" or "Wiggly Woo" | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion |
| Digraphs th/sh | 1 Lesson | LSR 19 Recognize and Use Consonant Digraphs at the Beginning of a Word | Say and Sort (LSR 19) Suggested | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion |

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| | | | Poetry connection - "There Was an Old Man of Peru" ; "She'll Be Coming 'Round the Mountain" or "This Old Man | <ul style="list-style-type: none"> • F&P Letter-Sound Relationships Assessment D, J, or L |
| Digraphs th/sh | 1 Lesson | LSR 20 Recognize and Use Consonant Digraphs at the end of a Word | Say and Sort (LSR 20) Suggested Poetry connection - "Three Elephants" or "The Clever Hen" | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion • F&P Letter-Sound Relationships Assessment E, J, or L |
| Digraphs th/sh | 1 Lesson | LSR 4 Recognize Beginning Consonant Sounds and the Letters That Represent Them | Find and Match (LSR 4) Suggested Poetry connection - "Tick Tock" or "The Boy in the Barn" | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion • F&P Letter-Sound Relationships Assessment A,B, I, or J |
| Digraphs th/sh | 1 Lesson | PA 3 Hear and Say the Same Beginning Sound in Words | Say and Sort (PA 3) Suggested Poetry connection - "Dingle, Dangle Scarecrow" ; "Five Fat Peas" or "Horsie,Horsie" | <ul style="list-style-type: none"> • Teacher Observation • F and P Phonological Awareness Assessment B or G • Student Discussion |

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| Digraphs th/sh | 1 Lesson | PA 4 Hear and Say the Same Ending Sound in Words | Say and Sort (PA 4) Suggested Poetry connection - "The Queen of Hearts" , "Little Sally Waters" or "The Lady with the Alligator Purse" Decodable Reader: "The Cluck Cluck Club" | <ul style="list-style-type: none"> • Teacher Observation • F and P Phonological Awareness Assessment B or G • Student Discussion |
| Digraphs ch/wh | 1 Lesson | LSR 19 Recognize and Use Consonant Digraphs at the Beginning of a Word | Say and Sort (LSR 19) Suggested Poetry connection - "There Was an Old Man of Peru" ; "She'll Be Coming 'Round the Mountain" or "This Old Man | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion • F&P Letter-Sound Relationships Assessment D, J, or L |
| Digraphs ch/wh | 1 Lesson | LSR 20 Recognize and Use Consonant Digraphs at the end of a Word | Say and Sort (LSR 20) Suggested Poetry connection - "Three Elephants" or "The Clever Hen" | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion • F&P Letter-Sound Relationships Assessment E, J, or L |
| Digraphs ch/wh | 1 Lesson | LSR 20 Recognize and Use Consonant Digraphs at the end of a Word | Say and Sort (LSR 20) Suggested Poetry connection - "Three Elephants" or "The Clever | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion • F&P Letter-Sound Relationships Assessment E, J, |

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| | | | Hen" | or L |
| Digraphs ch/wh | 1 Lesson | PA 3 Hear and Say the Same Beginning Sound in Words | Say and Sort (PA 3) Suggested Poetry connection - "Dingle, Dangle Scarecrow" ; "Five Fat Peas" or "Horsie,Horsie" | <ul style="list-style-type: none"> • Teacher Observation • F and P Phonological Awareness Assessment B or G • Student Discussion |
| Digraphs ch/wh | 1 Lesson | PA 4 Hear and Say the Same Ending Sound in Words | Say and Sort (PA 4) Suggested Poetry connection - "The Queen of Hearts" , "Little Sally Waters" or "The Lady with the Alligator Purse" Decodable Reader: "Socks That Match?" | <ul style="list-style-type: none"> • Teacher Observation • F and P Phonological Awareness Assessment B or G • Student Discussion |
| Double Endings -ff, -ss | 1 Lesson | SP 10 Recognize and Use Phonograms That End with a Double Consonant | Make Words (SP 10) Suggested Poetry connection - "Twenty White horses", "Little Bo-Peep" or "I Know | <ul style="list-style-type: none"> • Teacher Observation • F and P Spelling Patterns Assessment A,B,C,D,E,F,G, or H • Student Discussion |

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| | | | Something" | |
| Double Endings -ll, -zz | 1 Lesson | SP 10 Recognize and Use Phonograms That End with a Double Consonant | Make Words (SP 10) Suggested Poetry connection - "Twenty White horses", "Little Bo-Peep" or "I Know Something" | <ul style="list-style-type: none"> • Teacher Observation • F and P Spelling Patterns Assessment A,B,C,D,E,F,G, or H • Student Discussion |
| Double Endings all endings | 1 Lesson | PA 5 Change the Beginning Sound to Make a New Word | Hear and Say (PA 5) Suggested Poetry connection - "The Smile Song", "Sing,Sing" or "A Snail" | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion |
| Double Endings -ff, -ss | 1 Lesson | PA 5 Change the Beginning Sound to Make a New Word | Hear and Say (PA 5) Suggested Poetry connection - "The Smile Song", "Sing,Sing" or "A Snail" | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion |
| Double Endings -ll, -zz | 1 Lesson | PA 5 Change the Beginning Sound to Make a New Word | Hear and Say (PA 5) Suggested Poetry connection - "The Smile Song", "Sing,Sing" or "A Snail" | <ul style="list-style-type: none"> • Teacher Observation • Student Discussion |
| High Frequency Words | | | | |

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| | 2 – 3 lessons per week (Generative Lessons) | Recognize and Use High-Frequency Words with One, Two, or Three Letters (HFW1 and HFW 2) | Words to Know(HFW 1 and HFW2) Suggested poetry connection - "Dig a Little Hole" or "I Never Had a Dog that Could Talk" | <ul style="list-style-type: none"> • Teacher observation • Fountas & Pinnell High Frequency Words Assessment A, C or D |
| | 2-3 lessons per week (Generative Lessons) | Read high-frequency words in continuous test. (HWF3, HWF4, HWF5) | Words to Know (HFW3, HFW4, HWF5) Suggested poetry connection - HFW3 "My Favorite toys", HFW4 "Horsie,Horsie" HFW 5 "Bears Eat Honey" | <ul style="list-style-type: none"> • Teacher Observation • Fountas & Pinnell High Frequency Words Assessment A, C or D |
| Grammar | | | | |
| Plural Nouns | 1 Lesson (Generative) | WS4 Recognize and Use Plurals That Add -es to Words That End with the Letters ch, sh, s, x, or z. | Find and Match (WS4) Suggested poetry Connection - "Papa's Glassess" or "Five Little Sparrows" | <ul style="list-style-type: none"> • Teacher Observation • Give students seven or eight singlar nouns and have them write the plurals. • F and P Word Structure Assessment B,F, or G • Student work samples |

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| Proper Nouns | 1 Lesson | WMV 2 Recognize That Words Can Be Related in Many Ways | Variation of lesson WMV 2. Encourage students to use Proper Nouns in their writing and allow time for sharing. | <ul style="list-style-type: none"> • Teacher observation • Student work samples |
| Verbs | 1 Lesson | WMV 2 Recognize That Words Can Be Related in Many Ways | Variation of lesson WMV 2. Encourage students to use Verbs in their writing and allow time for sharing. | <ul style="list-style-type: none"> • Teacher observation • Student work samples |
| Verbs | 1 Lesson Generative | WS 5 Recognize and Use the Ending -ing When Forming the Present Participle of a Verb | Notice Parts (WS5) Suggested poetry connection - "This Old Man" "Five Little Leaves" or "Five Enormous Dinosaurs" | <ul style="list-style-type: none"> • Teacher observation • F and P Word Structure Assessment D • Student work samples |
| Verbs | 1 Lesson Generative | WS6 Recognize and Use the Ending -ed When Forming the Past Tense of a Verb | Find and Match (WS6) Suggested poetry connection - "The Elephant Who Jumped a Fence" or "On Top of Spaghetti" | <ul style="list-style-type: none"> • Teacher observation • F and P Word Structure Assessment D • Student work samples |
| Heggerty | | | | |

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| | Weeks 5-9 | <ul style="list-style-type: none"> • Recognize rhyming words • Isolate initial sound in a spoken word • Isolate final sound, including consonants and consonant digraphs in a spoken word • Isolate medial phoneme in a spoken word • Segment a spoken word into individual sounds/phonemes • Manipulate initial phonemes by adding, deleting, and substituting to make new words. | Heggerty Phonemic Awareness Manual | <ul style="list-style-type: none"> • Teacher Observation • Student participation |
| | Week 10 | <ul style="list-style-type: none"> • Isolate medial or vowel sound in a spoken word • Blend four phonemes or sounds into a spoken word • Segment a spoken word into individual sounds/phonemes • Manipulate initial phonemes by adding, deleting, and substituting to make new words | Heggerty Phonemic Awareness Manual | <ul style="list-style-type: none"> • Teacher Observation • Student participation |

Heggerty

Teachers should follow the 30 weeks of explicit and systematic phonological and phonemic awareness lessons in the First Grade Heggerty Phonemic Awareness book. The lessons are oral and auditory, and the words are not shown in print to the students. These phonemic awareness lessons should be taught daily in a whole-class setting. Skills can be taught to target for Tier II or Tier III interventions and small group instruction as needed.

Phonemic Awareness Lesson Components taught in the order of easiest to most difficult:

II. Initial Phoneme Isolation

III. Blending

IV. Phoneme Isolation: Final or Medial Sounds

V. Segmenting

VI.. Adding

VII. Deleting

VIII. Substituting

Early Literacy Skills:

I. Alphabet Knowledge

II. Phoneme - Grapheme Connection

III. Language Awareness

Lesson Components by Week:

- Rhyme:
 - Rhyme Recognition (Weeks 1-3)
 - Rhyme Production with a nonsense word (Week 4)
 - Rhyme Production with a rime or word (Weeks 5-9)
- Initial Phoneme Isolation
 - Isolating the initial phoneme (first sound) in spoken words (Weeks 1-9)

- Blending
 - Blending syllables into spoken words (Weeks 1-2, 28-30)
 - Blending phonemes (sounds) into spoken words (Weeks 3-24, 25-27)
- Phoneme Isolation: Final or Medial Sounds:
 - Isolating final phonemes in spoken words (Weeks 1-7)
 - Isolating medial phonemes (vowels) in spoken words (Weeks 8-14, 16-20 *optional)
 - Phoneme isolation: initial, medial, final sounds (Week 15)
- Segmenting
 - Segmenting spoken words into syllables (Weeks 1-2, 28-30)
 - Segmenting spoken words into phonemes (Weeks 3-24, 25-27)
- Adding
 - Adding syllables (Weeks 1-2)
 - Adding initial phonemes to spoken words (Weeks 3-15, 25-26)
 - Adding final phonemes to spoken words (Weeks 16-19, 27-28)
 - Adding phonemes within words (Weeks 20-24, 29-30)
- Deleting
 - Deleting syllables from spoken words (Weeks 1-2)
 - Deleting initial phonemes from spoken words (Weeks 3-15, 25-26)
 - Deleting final phonemes from spoken words (Weeks 16-19, 27-28)
 - Deleting phonemes within words (Weeks 20-24, 29-30)
- Substituting
 - Substituting syllables in spoken words (Weeks 1-2)
 - Substituting the initial phoneme in spoken words (Weeks 3-15, 25-26)
 - Substituting the final phoneme in spoken words (Weeks 16-19, 27-28)
 - Substituting the vowel sound in spoken words (Weeks 20-23, 29-30)
 - Substituting the second sound of a consonant blend (Week 24)

- Alphabet Knowledge
 - Week 1-4
 - Optional instruction in Weeks 5-24. Letter cards can be used to provide students with practice with letter names and sounds.
 - Use resources tab on www.heggerty.org
- Phoneme-Grapheme Connection
 - Initial isolation (Weeks 5-6)
 - Final phoneme isolation (Week 7)
 - Blending phonemes (Weeks 8-12)
 - Phoneme segmentation (Weeks 13-17, 20-27)
 - Final phoneme substitution (Weeks 18-19, 27-28)
 - Initial phoneme substitution (Weeks 25-26)
 - Segmenting into syllables and phonemes (Weeks 28-30)
 - Vowel substitution (Weeks 29-30)
- Language Awareness
 - Repeating a sentence aloud and counting the number of words in a sentence (Weeks 1-4)

Standards

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| ELA.L.RF.1.1 | Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| ELA.L.RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| ELA.L.RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| ELA.L.VL.1.2.B | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| ELA.L.VI.1.3 | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| ELA.L.VI.1.3.E | Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |
| ELA.W.AW.1.1 | With prompts and support, write opinion pieces on a topic or texts. |
| ELA.SL.PI.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

Suggested Modifications for Special Education, ELL 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
- My Reading Academy

- Heggerty Phonemic Awareness (www.heggerty.org)

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

21st 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.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.

Unit 3 Trimester 2

Content Area: **Language Arts**
Course(s):
Time Period: **2nd Trimester**
Length:
Status: **Published**

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. When choosing a lesson from Unit 3, you will be making your selection from 4 categories (spelling, high frequency words, grammar/word structure and heggerty). 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 of 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. During Trimester 2, Heggerty should be completed each week following the teacher manual. You should complete through week 22 during this trimester. It is encouraged to take the week of January 20th, 2025 as review.

Enduring Understandings

- 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

Trimester 2 Benchmark Assessment

DRA

Word Inventory

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

Heggerty Phonemic Awareness (www.heggerty.org)

Unit Plan

| Topic/Selection | Suggested Timeline | General Objectives | Instructional Activities | Suggested Benchmarks/ |
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| | per topic | | | Assessments |
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| <u>Phonics</u> | | | | |
| ending blends (-ng, -nk, -nt) | 1 lesson | Recognize letter patterns (SP 5) | Ending Blends- SP5 (-ng, -nk, -nt) Suggested poetry connection: “Aunt Maria” or “Chitterbob” | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests |
| ending blends (-nd, -mp) | 1 lesson | Use onsets and rimes in known words to read and write other words (WSA6) | Ending Blends WSA6 (-nd, -mp) Suggested poetry connection: “The Little Plant” or “Little Bird”. | <ul style="list-style-type: none"> • Word-Solving Actions Assessment B or G • Weekly Spelling Tests • Writing Samples |
| ending blends (-ld, -lt, -st, -sp) | 1 lesson | Use onsets and rimes in known words to read and write other words with the same parts (WSA7) Decodable Reader: “Jack’s Junk” | Ending Blends WSA7 (-ld, -lt, -st, -sp) Suggested poetry connection: “Aunt Maria” or “Chitterbob” or “Good Morning, Mrs. Hen” | |
| Syllable in Words | 1 lesson | Identify Syllables in One or Two-Syllable Words (WS1) | One and two syllable words (WS1) Suggested poetry: “Snowman” or “Two Cats of Kilkenny” | |
| Syllable in Words | 1 lesson | Identify Syllables in One- or Two-Syllable Words (WS2) Decodable Reader: “Knit, Frog, Tink” | One and two syllable words (WS2) Suggested poetry: “My Favorite Toys” or “The Smile Song” | <ul style="list-style-type: none"> • Word Structure Assessment A or E |
| Vowel Teams “ai” | 1 (Generative) | Recognize and use vowel team “ai” (SP7) | Two-way sort (SP7) | <ul style="list-style-type: none"> • Spelling Patterns |

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| | Lesson) | | Suggested poetry: “I Never Had a Dog that Could Talk” or “Mary Ann, Mary Ann” | <p>Assessment A, B, C, D, E, F, G, or H</p> <ul style="list-style-type: none"> • Weekly Spelling Tests • Writing Samples |
| | | Recognize and use vowel team “ai” (SP4) | <p>Build words with vowel team “ai” (SP4)</p> <p>Suggested poetry: “Three Elephants” or “Little Pup, Little Pup” or “Thank You”</p> | |
| Vowel Teams “ay” | | Recognize and use vowel team “ay” (SP7) | <p>Two-way sort (SP7)</p> <p>Suggested poetry: “I Never Had a Dog that Could Talk” or “Mary Ann, Mary Ann”</p> | |
| | | Recognize and use vowel team “ay” (SP4) | <p>Build words with vowel team “ay” (SP4)</p> <p>Suggested poetry: “Three Elephants” or “Little Pup, Little Pup” or “Thank You”</p> | |
| | | Sort words with vowel team “ay” (SP3) | <p>Three way sorting sheet (SP3)</p> <p>Suggested poetry: “Aunt Maria” or “Can YouCan?”</p> | |
| Vowel Team “ee” | | Recognize and use vowel team “ee” (SP7) | <p>Two-way sort (SP7)</p> <p>Suggested poetry: “I Never Had a Dog that Could Talk” or “Mary Ann, Mary Ann”</p> | |
| | | Recognize and use vowel team “ee” (SP4) | <p>Build words with vowel team “ee” (SP4)</p> | |

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| | | | Suggested poetry: “Three Elephants” or “Little Pup, Little Pup” or “Thank You” | |
| | | Sort words with vowel team “ee” (SP3) | Three way sorting sheet (SP3) Suggested poetry: “Aunt Maria” or “Can You Can?” | |
| | | Make a first attempt to spell an unknown word (WSA12) | Make a first attempt to spell an unknown word on a recording sheet(WSA12) Suggested poetry: “My Love for You” or “The More We Get Together” | <ul style="list-style-type: none"> • Writing Samples • Teacher Observation |
| Vowel Team “ea” | | Recognize and use vowel team “ea” (SP7) | Two-way sort (SP7) Suggested poetry: “I Never Had a Dog that Could Talk” or “Mary Ann, Mary Ann” | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests • Writing Samples |
| | | Recognize and use vowel team “ea” (SP4) | Build words with vowel team “ea” (SP4) Suggested poetry: “Three Elephants” or “Little Pup, Little Pup” or “Thank You” | |
| | | Recognize and use vowel teams (SP6) | Sort vowel teams (SP6) Suggested poetry: “Hickory, Dickory, Dean” or “I’ve Got a Dog as Thin as a Rail” | |
| | | Use Letter-Sound | Listen and spell | <ul style="list-style-type: none"> • Writing |

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| | | Relationships to Help Spell an Unknown Word (WSA13) | words with the vowel team “ea” (WSA13) Suggested poetry: “Little Bo Peep” or “The Lion and the Unicorn” | Samples • Teacher Observation |
| Vowel Team “oa” | 1 (Generative Lesson) | Recognize and use vowel team “oa” (SP7) | Two-way sort (SP7) Suggested poetry: “I Never Had a Dog that Could Talk” or “Mary Ann, Mary Ann” | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests • Writing Samples |
| | | Recognize and use vowel team “oa” (SP4) | Build words with vowel team “oa” (SP4) Suggested poetry: “Three Elephants” or “Little Pup, Little Pup” or “Thank You” | |
| | | Recognize and use vowel teams (SP6) | Sort vowel teams (SP6) Suggested poetry: “Hickory, Dickory, Dean” or “I’ve Got a Dog as Thin as a Rail” | |
| | | Make a first attempt to spell an unknown word (WSA12) | Make a first attempt to spell an unknown word on a recording sheet(WSA12) Suggested poetry: “My Love for You” or “The More We Get Together” | <ul style="list-style-type: none"> • Writing Samples • Teacher Observation |
| Vowel Team “ow” | 1 (Generative Lesson) | Recognize and use vowel team “ow” (SP7) | Two-way sort (SP7) Suggested poetry: “I Never Had a Dog that Could Talk” or “Mary Ann, Mary | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly |

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| | | | Ann” | <ul style="list-style-type: none"> Spelling Tests • Writing Samples |
| | | Recognize and use vowel team “ow” (SP4) | <p>Build words with vowel team “ow” (SP4)</p> <p>Suggested poetry: “Three Elephants” or “Little Pup, Little Pup” or “Thank You”</p> | |
| | | Recognize and use vowel teams (SP6) | <p>Sort vowel teams (SP6)</p> <p>Suggested poetry: “Hickory, Dickory, Dean” or “I’ve Got a Dog as Thin as a Rail”</p> | |
| | | Use Letter-Sound Relationships to Help Spell an Unknown Word (WSA13) | <p>Listen and spell words with the vowel team “ow” (WSA13)</p> <p>Suggested poetry: “Little Bo Peep” or “The Lion and the Unicorn”</p> | <ul style="list-style-type: none"> • Writing Samples • Teacher Observation |
| Vowel Team Review | 1 (Generative Lesson) | <p>Recognize and use vowel teams “ai/ay” (SP7)</p> <p>Recognize and use vowel teams “ee/ea” (SP7)</p> <p>Recognize and use vowel teams “oa/ow” (SP7)</p> <p>Decodable Reader: “Life Skills for Kids”</p> | <p>Two-way sort (SP7)</p> <p>Suggested poetry: “I Never Had a Dog that Could Talk” or “Mary Ann, Mary Ann”</p> | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests • Writing Samples |
| R Controlled Words “ar” | 1 (Generative Lesson) | <p>Recognize and use R controlled words with “ar” (SP7)</p> <p>Recognize, build and write R controlled words with “ar” (SP4)</p> | <p>Two-way sort (SP7)</p> <p>Build and write words with “ar” (SP4)</p> | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests • Writing |

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| | | | Suggested poetry: “Three Elephants” or “Little Pup, Little Pup” or “Thank You” | Samples |
| | | Change an onset or rime to read or write other words with “ar” (WSA15) | Build and write words with “ar” on a four way sorting page (WSA15) Suggested poetry: “The Donkey” or “Six Little Snowmen” | |
| R Controlled Words “or” | 1 (Generative Lesson) | Recognize and use R controlled words with “or” (SP7) | Two-way sort (SP7) Suggested poetry: “I Never Had a Dog that Could Talk” or “Mary Ann, Mary Ann” | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests • Writing Samples |
| | | Recognize, build and write R controlled words with “or” (SP4) | Build and write words with “or” (SP4) Suggested poetry: “Three Elephants” or “Little Pup, Little Pup” or “Thank You” | |
| | | Sort R controlled words with “or” (SP3) | Three way sorting sheet (SP3) Suggested poetry: “Aunt Maria” or “Can You Can?” | |
| | | Change an onset or rime to read or write other words with “or” (WSA16) | Build and write words with “or” on a four way sorting page (WSA16) Suggested poetry: “Baby Rhinoceros” or “My Little Toys” | <ul style="list-style-type: none"> • Weekly Spelling Tests • Writing Samples • Teacher Observation |
| (Two Weeks) R Controlled | 1 (Generative | Sort R controlled words (SP3) | Three way sorting sheet (SP3) | <ul style="list-style-type: none"> • Spelling Patterns |

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| Words “ir, er, ur” | Lesson) | Decodable Reader: “Spring Has Sprung” | Suggested poetry: “Aunt Maria” or “Can You Can?” | Assessment A, B, C, D, E, F, G, or H <ul style="list-style-type: none"> • Weekly Spelling Tests • Writing Samples • Teacher Observation |
| | | Recognize, build and write R controlled words “er/ir” (SP4) | Build and write R controlled words (SP4) | |
| | | Recognize, build and write R controlled words “ir/ur” (SP4) | Suggested poetry: “Three Elephants” or “Little Pup, Little Pup” or “Thank You” | |
| | | Recognize, build and write R controlled words “ur/er” (SP4) | | |
| | | Recognize and use R controlled words “ir/er/ur” (SP6) | Sort R controlled words with “ir/er/ur” (SP6) Suggested poetry: “Hickory, Dickory, Dean” or “I’ve Got a Dog as Thin as a Rail” | |
| | | Change an onset or rime to read or write other words (WSA15) | Build and write R controlled words on a four way sorting page (WSA15) Suggested poetry: “The Donkey” or “Six Little Snowmen” | |
| | | Change an onset or rime to read or write other words (WSA16) | Build and write R controlled words on a four way sorting page (WSA16) Suggested poetry: “Baby Rhinoceros” or “My Little Toys” | <ul style="list-style-type: none"> • Weekly Spelling Tests • Writing Samples • Teacher Observation |

High Frequency Words

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

Grammar

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| Adjectives | 1 lesson | Identify and use words to describe the shape, color, size, number and other characteristics of nouns. | <p>Introduction to Adjectives Video</p> <p>Variation of lesson WMV 2.</p> <p>Encourage students to use adjectives in their writing and allow time for sharing.</p> | <ul style="list-style-type: none"> • Teacher Observation • Work Samples |
| Synonyms | 1 lesson | Use synonyms (words that have almost the same meaning) WMV 3 | <p>Map Words (WMV 3)</p> <p>Suggested poetry connection –</p> | <ul style="list-style-type: none"> • Fountas & Pinnell Word Meaning/Vocabulary Assessment C or E |
| Synonyms and Antonyms | 1 lesson | Use synonyms and antonyms (WMV 3) | <p>“Traffic Safety; A Tiny Seed; My Big</p> | |

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| | | | Balloon” | |
| Syllables | 2 lessons | Identify syllables in one or two syllable words (WS1) | Two way syllable sort (WS1) | <ul style="list-style-type: none"> • Word Structure Assessment A or E |
| | | Identify syllables in one or two syllable words (WS2) | Two way syllable sort (WS2) | |
| Pronouns | 1 lesson | Use simple personal pronouns. | <p>A pronoun is a word used in place of one or more nouns.</p> <p>The pronouns I, he, it, me, she, him, her, we, my, you, and they have been introduced as high frequency words in lists</p> <p>1 – 4. Use this anchor chart (or a similar one) if you feel your students need to be taught pronouns in isolation.</p> | <ul style="list-style-type: none"> • Teacher Observation / Anecdotal Notes • Work Samples |
| 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.</p> <p>Introduction to a and an video</p> | <ul style="list-style-type: none"> • Work Samples |
| Possessive Nouns | 1 lesson | Use possessives that add an apostrophe and s to singular nouns (including proper nouns) to show ownership | <p>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.</p> | <ul style="list-style-type: none"> • Teacher Observation / Anecdotal Notes • Work Samples |

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| Possessive Pronouns | 1 lesson | Use simple possessive pronouns. | Common possessive pronouns used by 1st grade students are my, mine, your, yours, their, and theirs. Encourage students to use these words within their writing. | <ul style="list-style-type: none"> • Work Samples |
| Commas in a list | 1 lesson | Use and recognize commas when making a list. | Commas are used to separate items in a list. Create an anchor chart to show commas being used in a list. | <ul style="list-style-type: none"> • Teacher Observation / Anecdotal Notes |

Heggerty

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| | Weeks 11-15 | <ul style="list-style-type: none"> • Isolate the medial or vowel sounds in spoken words. • Isolate the initial, medial, and final sounds in spoken words. • Build phonological awareness by blending four phonemes or sounds. • Segment a spoken word into individual sounds. • Manipulating initial phones by adding, deleting, and substituting to make new words. | Heggerty Phonemic Awareness Manual | <ul style="list-style-type: none"> • Teacher Observation • Student participation |
| | Weeks 16-20 | <ul style="list-style-type: none"> • Isolating the medial or vowel sounds in spoken words. • Blending phonemes or sounds. • Segmenting a | | |

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| | | <p>spoken word into individual phonemes/sounds.</p> <ul style="list-style-type: none"> • Manipulating final phonemes by adding, deleting, and substituting sounds to make new words. | | |
| | Weeks 21-22 | <ul style="list-style-type: none"> • Blending four or five phonemes or sounds in spoken words. • Segmenting a spoken word into individual phonemes/sounds. • Manipulating phonemes within words by adding and deleting phonemes with consonant blends. | | |

Standards

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| ELA.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. |
| ELA.L.RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| ELA.L.RF.1.3.A | Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). |
| ELA.L.RF.1.3.C | Know final -e and common vowel team conventions for representing long vowel sounds. |
| ELA.L.WF.1.2 | Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with: |
| ELA.L.WF.1.2.A | Short vowels and single consonants. |
| ELA.L.WF.1.3.D | Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. |
| ELA.L.KL.1.1 | With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening. |
| ELA.L.VL.1.2 | Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. |

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| ELA.SL.PE.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). |
| ELA.SL.PE.1.1.B | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| ELA.SL.AS.1.6 | Produce complete sentences when appropriate to task and situation. |

Suggested Modifications for Special Education, ELL 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

SMARTBoard activities, You Tube videos, online games, My Reading Academy, ESGI,<https://my.heggerty.org/login>,www.starfall.com

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

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.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CT.3: Use a variety of types of thinking to solve problems.

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.

Unit 4 Trimester 3

Content Area: **Language Arts**
Course(s):
Time Period: **3rd Trimester**
Length:
Status: **Published**

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 lessons from Unit 4, you will be making your selection from 4 categories (spelling, high frequency words, grammar/word structure and heggerty). In each Phonics lesson there are poetry suggestions. Feel free to utilize these wherever you see fit, they will repeat with certain lessons and may be eliminated if already covered previously. It is recommended that you introduce new spelling patterns and new high frequency lessons weekly. In Unit 4 it is encouraged to continue to challenge students 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 4 should be taught to mastery. During Trimester 3, Heggerty should be completed each week following the teacher manual. You should complete through week 30 during this trimester. It is encouraged to take the last few weeks of the school year as an opportunity to review any skills students may be struggling with.

Enduring Understandings

- 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 does knowing word family patterns help spell related words?
- How does a learner add, delete or substitute a sound to make a new 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

Trimester 2 Benchmark Assessment

DRA

Word Inventory

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

Heggerty Phonemic Awareness (www.heggerty.org)

Unit Plan

| Topic/Selection | Suggested Timeline per topic | General Objectives | Instructional Activities | Suggested Benchmarks/ Assessments |
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| <u>Phonics</u> | | | | |
| Diphthong “oo” | 1 (Generative Lesson) | Recognize and use Diphthong “oo” (SP7) | Two-way sort (SP7) Suggested poetry: “I Never Had a Dog that Could Talk” or “Mary Ann, Mary Ann” | <ul style="list-style-type: none">• Spelling Patterns Assessment A, B, C, D, E, F, G, or H• Weekly Spelling Tests• Writing Samples |
| | 1 (Generative Lesson) | Recognize and use Diphthong “oo” (SP4) | Build words with Diphthong “oo” (SP4) Suggested poetry: “Three Elephants” or “Little Pup, Little | |

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| | | | Pup” or “Thank You” | |
| | 1 (Generative Lesson) | Sort words with Diphthong “oo” (SP3) | Three way sorting sheet (SP3) Suggested poetry: “Aunt Maria” or “Can You Can?” | |
| | 1 (Generative Lesson) | Add a letter to the beginning or end of a word to read and write other words (WSA17) | Build words with Diphthong “oo”. Change the beginning or end of the word to create a new word. Record words on four square writing page (WSA17) Suggested poetry: “A Tiny Seed” or “What Do You See?” | <ul style="list-style-type: none"> • Teacher Observation |
| Compound Words | 1 lesson | Take apart a compound word to read two smaller words (WSA18) | Two column sort recognizing that two small words can make up a larger word (compound word) (WSA18) Suggested poetry: “Going to the Fair” or “I Had a Little Rooster” | <ul style="list-style-type: none"> • Word-Solving Actions Assessment F, H, or I |
| Diphthong “ou/ow” (Band-aid words) | 1 (Generative Lesson) | Recognize and use Diphthong “oo/ow” (SP7) | Two-way sort (SP7) Suggested poetry: “I Never Had a Dog that Could Talk” or | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests |

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| | | | “Mary Ann, Mary Ann” | <ul style="list-style-type: none"> • Writing Samples |
| | 1 (Generative Lesson) | Recognize and use Diphthong “oo/ow” (SP4) Decodable Reader: “Lil Dreams of Music” | Build words with Diphthong “oo/ow” (SP4) Suggested poetry: “Three Elephants” or “Little Pup, Little Pup” or “Thank You” | |
| | 1 (Generative Lesson) | Sort words with Diphthong “oo” (SP3) | Three way sorting sheet (SP3) Suggested poetry: “Aunt Maria” or “Can You Can?” | |
| Phonological Awareness | 1 lesson | Hear and say the same middle sound in words (PA7) | Two way picture sort (PA7) Suggested poetry connection: “I Never Had a Dog that Could Talk” or “Say and Touch”. | <ul style="list-style-type: none"> • Teacher Observations • Two way picture sort |
| | 1 lesson | Hear and divide onsets and rimes (PA8) | Go Fish card game to practice onsets and rimes in words (PA8) Suggested poetry connection: “Tom, Tom, the Piper’s Son” or “On Top of Spaghetti”. | |
| y as a vowel (long i in fly) | 1 (Generative Lesson) | Recognize and use y as a vowel (SP7) | Two-way sort (SP7) | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or |

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| | Lesson) | | Suggested poetry connection: "I Never Had a Dog that Could Talk" or "Say and Touch". | H • Weekly Spelling Tests • Writing Samples |
| | 1 (Generative Lesson) | Recognize and use y as a vowel (SP4) | Build words with y as a vowel (SP4) Suggested poetry: "Three Elephants" or "Little Pup, Little Pup" or "Thank You" | |
| | 1 (Generative Lesson) | Sort words with y as a vowel (SP3) | Three way sorting sheet (SP3) Suggested poetry: "Aunt Maria" or "Can You Can?" | |
| Phonological Awareness | 1 lesson | Hear and divide onsets and rimes (PA9) | Follow the path game (PA9) Suggested poetry connection: "Little Blue Ben" or "Chitterbob" | • Phonological Awareness Assessment E or G |
| | 1 lesson | Blend onsets and rimes (PA10) | Picture/word card game (PA10) Suggested poetry connection: "Five Little Leaves" | |
| y as a vowel (long e like baby) | 1 (Generative Lesson) | Recognize and use y as a vowel (SP7) | Two-way sort (SP7) Suggested poetry | • Spelling Patterns Assessment A, B, C, D, E, F, G, or H |

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| | | | connection: "I Never Had a Dog that Could Talk" or "Say and Touch" | <ul style="list-style-type: none"> • Weekly Spelling Tests • Writing Samples |
| | 1 (Generative Lesson) | Recognize and use y as a vowel (SP4) | Build words with y as a vowel (SP4) Suggested poetry: "Three Elephants" or "Little Pup, Little Pup" or "Thank You" | |
| | 1 (Generative Lesson) | Sort words with y as a vowel (SP3) | Three way sorting sheet (SP3) Suggested poetry: "Aunt Maria" or "Can You Can?" | |
| Consonant Clusters (3 letters) | 5 (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) Decodable Reader: "Road Signs" | Make Words (LSR 7) Suggested poetry: "Auntie, Will Your Dog Bite?" or "The Big Black Bug" Notice Parts (LSR 8) Suggested poetry: "The Old Woman" or "Soda Bread" Notice Parts/Find and Match (LSR 9) Suggested poetry: "Six Little Snowmen" or "A Snail" or | <ul style="list-style-type: none"> • Teacher Observation • Weekly Spelling Tests • Writing Samples |

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| | | | <p>“The Itsy, Bitsy Spider”</p> <p>Notice Parts/Find and Match (LSR 10)</p> <p>Suggested poetry: “Slowly, Slowly” or “A Horse and a Flea and Three Blind Mice”</p> <p>Say and Sort (LSR 11)</p> <p>Suggested poetry: “The Squirrel” or “Three Elephants”</p> | |
| | 1 (Generative Lesson) | <p>Change an onset or rime to read or write other words with consonant clusters (WSA15)</p> <p>Decodable Reader: “The Moon is Missing”</p> | <p>Build and write words with consonant clusters on a four way sorting page (WSA15)</p> <p>Suggested poetry: “The Donkey” or “Six Little Snowmen”</p> | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests • Writing Samples |
| Phonological Awareness | 1 (Generative Lesson) | Hear and say the same ending sound in words (PA4) | <p>Three column sorting game (PA4)</p> <p>Suggested poetry: “Little Sally Waters” or “The Lady with the Alligator Purse”</p> | <ul style="list-style-type: none"> • Weekly Spelling Tests • Writing Samples • Phonological Assessment C or G |

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| | 1 (Generative Lesson) | Change the beginning sound to make a new word (PA5) | Picture card game (PA5) Suggested poetry: “Sing, Sing” or “A Snail” | <ul style="list-style-type: none"> • Weekly Spelling Tests • Writing Samples • Teacher Observations |
| Words ending in -tch | 1 (Generative Lesson) | Recognize -tch endings in words (SP10) | Using magnetic letters, build -tch words and record them on two way recording sheet (SP10) Suggested poetry: “Little Bo-Peep” or “I Know Something” | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests • Writing Samples • Teacher Observations |
| | 1 (Generative Lesson) | Use onsets and rimes in known words to read and write other words with the same parts (WSA6) | If you know... it helps you know... (WSA6) Suggested poetry: “The Little Plant” or “Little Bird” | <ul style="list-style-type: none"> • Word Solving Actions Assessment B or G • Weekly Spelling Tests • Writing Samples • Teacher Observations |
| | 1 (Generative Lesson) | Use onsets and rimes in known words to read and write other words with the same parts (WSA7) | If you know... it helps you know... (WSA7) Suggested poetry: “Aunt Maria” or “Chitterbob” or Good Morning, Mrs. Hen” | |

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| Phonological Awareness | 1 (Generative Lesson) | Hear and say the same ending sound in words (PA4) | Three column sorting game (PA4) Suggested poetry: “Little Sally Waters” or “The Lady with the Alligator Purse” | <ul style="list-style-type: none"> • Weekly Spelling Tests • Writing Samples • Phonological Assessment C or G |
| | 1 (Generative Lesson) | Change the beginning sound to make a new word (PA5) | Picture card game (PA5) Suggested poetry: “Sing, Sing” or “A Snail” | <ul style="list-style-type: none"> • Weekly Spelling Tests • Writing Samples • Teacher Observations |
| Building phonological awareness of words with -tch and -ch | 1 (Generative Lesson) | Recognize -tch /ch endings in words (SP10) | Using magnetic letters, build -tch/ch words and record them on two way recording sheet (SP10) Suggested poetry: “Little Bo-Peep” or “I Know Something” | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests • Writing Samples • Teacher Observations |
| | 1 (Generative Lesson) | Use onsets and rimes in known words to read and write other words with the same parts (WSA6) | If you know... it helps you know... (WSA6) Suggested poetry: “The Little Plant” or “Little Bird” | <ul style="list-style-type: none"> • Word Solving Actions Assessment B or G • Weekly Spelling Tests • Writing Samples • Teacher Observations |
| | 1 (Generative Lesson) | Use onsets and rimes in known words to read and write other words with | If you know... it helps you | |

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| | Lesson) | the same parts (WSA7) | know... (WSA7) Suggested poetry: "Aunt Maria" or "Chitterbob" or Good Morning, Mrs. Hen" | |
| | 1 lesson | Recognize and read known words quickly (WSA1) | Follow the path (WSA1) Suggested poetry: "The Elephant Who Jumped a Fence" | |
| Building phonological awareness of words with -ck | 1 (Generative Lesson) | Recognize -ck endings in words (SP10) Decodable Reader: "When an Egg Hatches" | Using magnetic letters, build -ck words and record them on two way recording sheet (SP10) Suggested poetry: "Little Bo-Peep" or "I Know Something" | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests • Writing Samples • Teacher Observations |
| | 1 (Generative Lesson) | Use onsets and rimes in known words to read and write other words with the same parts (-ck words) (WSA7) Decodable Reader: "What Is a Dock?" | If you know... it helps you know... (WSA7) Suggested poetry: "Aunt Maria" or "Chitterbob" or Good Morning, Mrs. Hen" | |
| | 1 (Generative Lesson) | Change an onset or rime to read or write other words (WSA16) Decodable Reader: | Build and write words with -ck on a four way sorting page (WSA16) | |

| | | “Hedgehog Tastes a Rainbow” | Suggested poetry: “Baby Rhinoceros” or “My Little Toys” | Observations |
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| Building phonological awareness of words with -ck and -k | 1 (Generative Lesson) | Recognize -ck vs -k in words (SP10) | Using magnetic letters, build -ck and -k words and record them on two way recording sheet (SP10) Suggested poetry: “Little Bo-Peep” or “I Know Something” | <ul style="list-style-type: none"> • Spelling Patterns Assessment A, B, C, D, E, F, G, or H • Weekly Spelling Tests • Writing Samples • Teacher Observations |
| | 1 (Generative Lesson) | Use onsets and rimes in known words to read and write other words with the same parts (WSA6) | If you know... it helps you know... (WSA6) Suggested poetry: “The Little Plant” or “Little Bird” | <ul style="list-style-type: none"> • Word Solving Actions Assessment B or G • Weekly Spelling Tests • Writing Samples • Teacher Observations |
| | 1 (Generative Lesson) | Use onsets and rimes in known words to read and write other words with the same parts (-ck and -k words) (WSA7) | If you know... it helps you know... (WSA7) Suggested poetry: “Aunt Maria” or “Chitterbob” or Good Morning, Mrs. Hen” | |
| <u>High Frequency Words</u> | | | | |
| | List 6, List 7 (enrichment) | Use high frequency words with three or more | Words to Know (HFW8) | <ul style="list-style-type: none"> • High Frequency Word Inventory • Writing Samples |

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| | 1 - 2 lessons per week (Generative Lessons) | letters (HFW8) | Suggested poetry connection: “Twenty White Horses; On Saturday Night; Papa’s Glasses” | |
| <u>Grammar</u> | | | | |
| Commas in a list | 1 lesson | Use and recognize commas when making a list. | Commas are used to separate items in a list. Create an anchor chart to show commas being used in a list. | <ul style="list-style-type: none"> • Teacher Observation / Anecdotal Notes |
| Suffix -ed /t/ jumped -ed /ed/ rented -ed /d/ sailed | 1 lesson for each | Build understanding of suffixes (groups of letters that are added to the end of a word to change its meaning or to make it grammatically correct in a sentence). | Create an anchor chart to explain the meaning of a suffix and to display examples. | <ul style="list-style-type: none"> • Teacher Observation / Anecdotal Notes |
| Conjunctions | 1 lesson | Build knowledge of conjunctions (A conjunction is a word that connects words, phrases, or clauses in a sentence). | Create an anchor chart to explain the meaning of a conjunction and to display examples. Examples: and, but, or | <ul style="list-style-type: none"> • Teacher Observation |
| 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"> • Writing Samples • Fountas & Pinnell Word Structure Assessment C, H or I |

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| | 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” | |
| 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. Phonemic Awareness Manual the same. Dear Deer Online Book | <ul style="list-style-type: none"> • Teacher Observation • Work Samples |
| Compound words | 1 (Generative Lesson) | Take apart a compound word to read two smaller words (WSA18). | Notice Parts (WSA18) Suggested poetry | <ul style="list-style-type: none"> • Fountas & Pinnell Word-Solving Actions Assessment |

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| | | | connection – “Dig a Little Hole; Little Bo- Peep; The Lion and the Unicorn” | F, H or I |
| <u>Heggerty</u> | | | | |
| | Week 23 | <ul style="list-style-type: none"> • Blending four or five phonemes or sounds in spoken words. • Segmenting a spoken word into individual phonemes/sounds. • Manipulating phonemes within words by adding and deleting phonemes with consonant blends. | Heggerty Phonemic Awareness Manual | <ul style="list-style-type: none"> • Teacher Observation • Student participation |
| | Weeks 24-26 | <ul style="list-style-type: none"> • Blending and segmenting phonemes in spoken words. • Building phonemic awareness by adding, deleting, and substituting the initial phoneme in spoken words. | | |
| | Weeks 27-28 | <ul style="list-style-type: none"> • Blending and segmenting phonemes including syllables. • Adding, deleting, and substituting the final phoneme in words. | | |
| | Weeks 29-30 | <ul style="list-style-type: none"> • Blending and segmenting with syllables. • Adding, deleting within words and substitute the vowel | | <ul style="list-style-type: none"> • Teacher Observation • Student participation |

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| | | sounds. | | |
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Standards

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| ELA.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. |
| ELA.L.RF.1.2.A | Distinguish long from short vowel sounds in spoken single-syllable words. |
| ELA.L.RF.1.2.B | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| ELA.L.RF.1.2.C | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| ELA.L.RF.1.2.D | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| ELA.L.RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| ELA.L.RF.1.3.A | Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). |
| ELA.L.RF.1.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). |
| ELA.L.RF.1.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.1.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.RF.1.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.L.WF.1.2.B | Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). |
| ELA.L.WF.1.2.C | Initial and final consonant blends (must, slab, plump). |
| ELA.L.WF.1.3.I | Use conjunctions appropriately in sentences (e.g., and, but, so, and because). |
| ELA.L.KL.1.1 | With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening. |

Suggested Modifications for Special Education, ELL 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

SMARTBoard activities, You Tube videos, online games, My Reading Academy, ESGI,<https://my.heggerty.org/login>,www.starfall.com

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

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.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CT.3: Use a variety of types of thinking to solve problems.

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.