

First Grade Word Study

Curriculum/Content Area: Word Study	Course Length: One Year
Course Title: First Grade Literacy	Date last reviewed: N/A
Prerequisites: N/A	Board approval date:
<p>Primary Resource: TBD First Grade Word Study Scope and Sequence <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

Desired Results

Course description and purpose: Word Study is a conceptual, developmental approach to the teaching of phonics, spelling and vocabulary. Effective Word Study is more than just “word work”, because it is rooted in the conceptual foundations of English orthography and timed in accordance with students’ understanding of those concepts (Palmer & Invernizzi, 2015).

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers and writers understand early literacy concepts so they will successfully navigate texts. • Readers and writers know upper and lowercase letters • Readers and writers can identify, isolate and manipulate individual sounds in words. • Readers and writers understand that letters and sounds are related so that they can solve words efficiently. • Readers and writers develop knowledge of principles and patterns of words so that they can transfer this knowledge to words. • knowledge of principles and patterns Readers and writers understand that some words do not follow a pattern and need to be recognized automatically. • Readers and writers understand the meaning of words in texts they read 	<ul style="list-style-type: none"> • How does using words help readers and writers communicate? • How do readers and writers use strategies to solve unknown words? • How does learning about how words work help readers and writers? • How does a writer’s spelling impact communication?

<p>and write.</p> <ul style="list-style-type: none"> • Readers and writers understand how words are related to each other and how they can be changes by adding letters, letter clusters, and larger word parts. • Readers and writers use a variety of strategies to solve unknown words. 	
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Priority Standards - Anchor Standards	
<p><u>Wisconsin Standards for English Language Arts</u></p> <p>WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p>WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p>WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p>WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p>WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. <i>K-12</i></p> <p>WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p> <p>WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print <i>K-1</i></p> <p>WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>K-1</i></p> <p>WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. <i>K-5</i></p> <p>WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. <i>2-5</i></p>	

Priority Standards - 1st Grade	
<p><u>Wisconsin Standards for English Language Arts</u></p> <p>WI.ELA.R1: Ask and answer questions about key details in a text.</p> <p>WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>WI.ELA.W4: <i>Begins 3rd Grade:</i> With guidance and support from adults, produce writing in</p>	

which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

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Standards

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standards

WI.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

WI.ELA-LITERACY.L.1.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.

- c. Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).

Learning Targets

- I can print all upper- and lowercase letters. (L.1.1a)
I can use apostrophe + s to show ownership. (L.1.1b)

I can spell words that are like other words I know. (L.1.2d)
I can spell high frequency words. (L.1.2d)
I can spell words I don't know by using the sounds and spelling patterns I know. (L.1.2e)

I can add endings to words (s, ed, ing). (L.1.4c)

I can hear a difference between a word with a short vowel and a word with a long vowel. (F.1.2a)
I can blend the syllables in a word, even when it has a blend in it. (F.1.2b)
I can say just the beginning sound of word. (1 syllable) (F.1.2c)
I can say just the middle sound of a word. (1 syllable) (F.1.2c)
I can say just the final sound of a word. (1 syllable) (F.1.2c)
I can tap each sound I hear in a little word (1 syllable) (F.1.2d)

I can read and write these sounds: sh, ch, wh, th (F.1.3a)
I can figure out how to read short words. (1 syllable) (F.1.3b)
I can read and write words with long vowel sounds. (-e, vowel teams) (F.1.3c)
I can write words that have a vowel in every syllable. (F.1.3d)
I can use word parts I know to read bigger words. (F.1.3e)
I can read words with endings like -ed, -ing, and -s. (F.1.3f)
I can read high frequency words. (F.1.3g)

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students