



West Windsor-Plainsboro Regional School District
Word Study Grade 1

WORD STUDY	
Content Area: Language Arts	
Course & Grade Level: English, Grade 1	
Summary and Rationale	
<p>Word study is an important part of Balanced Literacy instruction. It is a developmental approach to the teaching of phonics, spelling, and vocabulary that allows teachers to differentiate instruction based on careful and ongoing assessment of students' strengths and challenges. It teaches students through exposure to the three layers of English orthography: alphabet, patterns, and meaning. Students have opportunities to develop a deeper understanding of how the written word works, and allows them to generalize these understandings as they read and write independently.</p> <p>Bear, Invernizzi, Templeton, and Johnston state: "Becoming fully literate is absolutely dependent on fast, accurate recognition of words in texts, and fast accurate production of words in writing so that readers and writers can focus their attention on making meaning." (<i>Words Their Way</i>, 2004, p. 4)</p>	
Recommended Pacing	
Students will work in differentiated groups, and receive a new word sort/pattern approximately every 1-2 weeks based on ongoing assessment. Word study instruction may be scheduled as part of reading and/or writing workshop if necessary.	
New Jersey Student Learning Standards	
Standard RF.1 Reading: Foundational Skills	
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.2	Demonstrate understanding 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.
RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.B	Decode regularly spelled one-syllable words.

RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
RF.1.3.F	Read words with inflectional endings.
RF.1.3.G	Recognize and read grade-appropriate irregularly spelled words.
RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard L.K Language

L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4.C	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
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

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.

Interdisciplinary Standards Math

MP1	Make sense of problems and persevere in solving them.
MP 6	Attend to precision
MP7	Look for and make use of structure

Instructional Focus

Unit Enduring Understandings

- Readers and writers use all they know about words to figure out how to read, spell, and determine the meaning of unfamiliar words.
- Readers and writers recognize, analyze, and generalize patterns related to: sounds associated with letters and letter combinations; spelling patterns; and meaning, use and parts of speech.

- Readers and writers use their knowledge of the principles and patterns of words throughout the day and across content areas.

Unit Essential Questions

- How does having an understanding of our language system help us communicate?
- How do readers and writers use general knowledge about words (phonics/alphabet, spelling/patterns, and vocabulary/meaning) to increase their knowledge of specific words?
- How do readers and writers apply what they know about words as they read and write?

Objectives

Students will know:

- Words have patterns, and those patterns can be used to help them read, write, and determine the meanings of new/unfamiliar words.
- Some words are “oddballs” (e.g., do not fit the pattern) and have to be memorized.
- General knowledge about spelling patterns can be understood and learned through exploration and discussion.

Students will be able to:

- Work at their own level of word knowledge, building on what they already know to learn what they need to know next.
- Recognize, analyze and generalize patterns in their reading and writing across content areas.
- Manipulate and experiment with letters, patterns, and meaning in order to become “word detectives.”

Resources

Suggested Resources:

Bear, Donald R., et. Al. (2016). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Pearson.

Bear, Donald R., et. Al. (2016). *Words Their Way For Pre-K*. Pearson.

Bear, Donald R., et. Al. (2012). *Words Their Way With English Learners: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Pearson.

Cunningham, Patricia M. & Hill, Dorothy P. (1994). *Making Words: Multilevel, Hands-on, Developmentally Appropriate Spelling and Phonics Activities*. McGraw-Hill.

Cunningham, Patricia M. & Hill, Dorothy P. (1997). *Month-by-Month Phonics: Systemic, Multilevel Instruction*. Carson-Dellosa.

Fountas, Irene C. & Pinnell, Gay Su. (2011). *Continuum of Literacy Learning*. Heinemann.

Fountas, Irene C. & Pinnell, Gay Su. (2003). *Phonics Lessons: Letters, Words, and How They Work*. Heinemann.

Fountas, Irene C. & Pinnell, Gay Su, ed. (1999). *Voices on Word Matters: Learning About Phonics and Spelling in the Literacy Classroom*. Heinemann.

Ganske, Kathy. (2014). *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. Guilford.

Ganske, Kathy. (2006). *Word Sorts and More: Sound, Pattern, and Meaning Explorations K-3*. Guilford.

Marten, Cindy. (2003). *Word Crafting: Teaching Spelling, Grades K-6*. Heinemann.

Snowball, Diane & Bolton, Faye. (1999). *Spelling K-8: Planning and Teaching*. Stenhouse.

Teachers College Reading and Writing Project Curricular Calendars.