

Teacher: Core Reading Working with Words Grade 1

Year: 2011-12

Course: Working with Words Grade 1

Month: All Months

S e p t e m b e r	Decoding-Sept					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.1.1.0-Applies word identification and decoding strategies (leading to automaticity) by R.1.1.1-Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge (Local) R.1.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing) (Local) R.1.1.3-Reading grade-level appropriate words (in		Letters Recommended: 3 Letters /week <u>Suggested sequence</u> T A M , D P N, E B S	Match uppercase/lowercase symbol to sound with automaticity		

connected text)
(Local)

Phonemic Awareness-Auditory/Oral Skills-Sept ~ **Four Blocks as Model of Instructional Delivery** app

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.1.9.2- Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n) (Local)</p> <p>R.1.9.3- Isolating phonemes in single syllable words (e.g., "tell me the first sound in 'mop', "tell me the last sound in 'mop', "tell me the middle sound in 'mop.'" (Local)</p> <p>R.1.9.4- Deleting phonemes in one-syllable words ("what is "crust" without the 'c'?"") (Local)</p> <p>R.1.9.5- Counting syllables in 1 to 4-syllable words (Local)</p>		<p>Content from word block lists and activities such as:</p> <ul style="list-style-type: none"> *Word Wall transfer words *Word families *Spelling words *Content words *Decoding lessons <p>*New: Blending and Segmenting phonemes</p> <p>*New: Isolating phonemes</p> <p>*New: Deleting phonemes</p> <p>*New: Counting syllables</p>	<p>*Blending <i>and</i> segmenting New: phonemes in one syllable words (e.g., f-i-s-h, r-u-n)</p> <p>Isolating phonemes in single syllable words (e.g., "tell me the first sound in "mop", "tell me the last sound in "mop", New: "tell me the middle sound in "mop".</p> <p>New: Deleting phonemes in one syllable words "what is "crust" without the "c"?"</p> <p>Counting syllables New: in 1 to 4 syllable words.</p>		<p>Kindergarten - Grade 2 Phonemic Awareness .Mercer, Cecil D. Campbell, Kenneth U. <u>Great Leaps Reading Program</u> Diarmuid, Inc, 1997. Print Cunningham, Patricia M. <i>Systematical Sequential Phonics They Use</i>. Beginning Readers of All Ages. Greensboro: Carson-Dellosa Publishing Company, 2000. Print. Reading GLE's Derry Cooperative School District. 6 May 2009</p>

Word Wall Words-Sept

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
-----------	-------------------------	---------	--------	---------	-----------

	<p>R.1.1.3-Reading grade-level appropriate words (in connected text) (Local)</p> <p>R.1.1.4-Reading grade-appropriate, high-frequency words (that include irregularly spelled words - said; contractions - I'm) (Local)</p>		<p>List of 25 Word Wall Words provided by Kindergarten</p>	<p>Accurate, instant recognition of each word</p> <p>Demonstrate mastery of each word in writing across the curriculum</p>		<p>"ReadingGLE DerryCoopera School Distric Derry Coopera School Distric May 2009.</p> <p>Fry,Ph.D., Edv Bernard., Kres Ed.D., Jacqueli Fountoukidis, DonaLee TheReading Teacher's Book Lists. 4th. San Francisco: Jos Bass, 2000. Pr</p> <p>Cunningham,F M.. SystematicSeq Phonics They For Beginning Readers of All Greensboro:Ca Dellosa Publis Company, 200 Print.</p> <p>Cunningham, Patricia M., Ha Dorothy P. Mo By-Moth Phon Grade 1. Greensboro:Ca Dellosa Publis Company, 199 Print.</p>
--	---	--	--	--	--	---

O
c
t
o
b
e
r

Decoding-Oct					
Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.0-Applies word identification		Letter Recommended: 3 letters per	Match uppercase/lowercase symbol to sound		

<p>and decoding strategies (leading to automaticity) by</p> <p>R.1.1.1- Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge (Local)</p> <p>R.1.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing) (Local)</p> <p>R.1.1.3-Reading grade-level appropriate words (in connected text) (Local)</p>		<p>week</p> <p><u>Suggested Sequence:</u> L C K, I G V, F H W, O Y J</p> <p>Phonemic Patterns and Elements</p> <p><u>Suggested Sequence:</u> *Short a *Short i *Short u *Short e</p>	<p>with automaticity</p> <p>Match sounds to symbols accurately</p> <p>Segments, blends, and forms words using phonemic patterns and elements</p>		
--	--	--	--	--	--

Phonemic Awareness-Auditory/Oral Skills-Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.9.2- Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-		Content from word block lists and activities such as: *Word Wall transfer words	*Blending <i>and</i> segmenting <i>New: phonemes in one syllable words (e.g., f-i-s-h, r-u-n)</i>		Kindergarten - Grade 2 Phonemic Awareness .Mercer, Cecil D. Campbell, Kenne U. <u>Great Leaps</u>

<p>n) (Local) R.1.9.3-Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop', "" ""tell me the middle sound in 'mop.'"" (Local) R.1.9.4-Deleting phonemes in one-syllable words (""what is ""crust"" without the 'c'?"") (Local) R.1.9.5-Counting syllables in 1 to 4-syllable words (Local)</p>		<p>*Word families *Spelling words *Content words *Decoding lessons *New: Blending and Segmenting *New: Isolating phonemes *New: Deleting phonemes *New: Counting syllables</p>	<p>Isolating phonemes in single syllable words (e.g., "tell me the first sound in "mop", "tell me the last sound in "mop", New: "tell me the middle sound in "mop".</p> <p>New: Deleting phonemes in one syllable words "what is "crust" without the "c"?"</p> <p>Counting syllables New: in 1 to 4 syllable words.</p>		<p><u>Reading Program</u> Diarmuid, Inc, 1997. Print Cunningham, Patricia M. <i>Systematical Sequential Phonics They Use.</i> Beggining Readers of All Ages. Greensboro:Carson-Dellosa Publishing Company, 2000. Print.</p>
--	--	---	--	--	---

Word Meaning-October

Standards	Enduring Understandings	Content	Skills	Less
R.1.3.1-Identifying synonyms and antonyms to connect new words to known words (Local) R.1.3.2-Selecting		Any of October's Word Wall Words and decoding words that may be good examples of antonyms/synonyms/homophones/homonyms	Generate Synonyms/Antonyms Generate Homophones/Homonyms	

appropriate words to use in context (Local)					
Word Wall Words-Oct					
Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.3-Reading grade-level appropriate words (in connected text) (Local) R.1.1.4-Reading grade-appropriate, high-frequency words (that include irregularly spelled words - said; contractions - I'm) (Local)		16 WWW from list +plus 4 teacher choice words from weakness in student writing. Recommended: 4 from list and 1 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher Note: Grade 1 Word Wall Words for the Year are posted under Assessments in the month of September of this map.
November Decoding-Nov					
Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.4-Reading grade-appropriate, high-frequency words (that include irregularly spelled words - said; contractions - I'm) (Local)		Letter Recommended 3 letters per week <u>Suggested Sequence:</u> U R Z, Q X Phonemic Patterns and Elements <u>Suggested Sequence:</u> *Short o *Consonant	Match uppercase/lowercase symbol to sound with automaticity Match sounds to symbols accurately Segments, blends, and forms words using phonemic patterns and elements Identifies		

		blends *Continue blends *Digraphs- ch/sh Contractions	contractions using word wall patterns		
--	--	---	--	--	--

Phonemic Awareness-Auditory/Oral Skills-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.4-Reading grade-appropriate, high-frequency words (that include irregularly spelled words - said; contractions - I'm) (Local) R.1.9.2- Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n) (Local) R.1.9.3-Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop',"" ""tell me the last sound in 'mop',"" ""tell me the middle sound in 'mop.'"" (Local) R.1.9.4-Deleting phonemes in one-syllable words ("what is		Content from word block lists and activities such as: *Word Wall transfer words *Word families *Spelling words *Content words *Decoding lessons <i>New: Grade Appropriate Words</i> <i>New: Contractions</i> <i>Blending and Segmenting</i> <i>Isolating phonemes</i> <i>Deleting phonemes</i> <i>Counting syllables</i>	*Blending <i>and</i> segmenting <i>New: phonemes in one syllable words (e.g., f-i-s-h, r-u-n)</i> Isolating phonemes in single syllable words (e.g., "tell me the first sound in "mop", "tell me the last sound in "mop", <i>New:"tell me the middle sound in "mop".</i> <i>New: Deleting phonemes in one syllable words "what is "crust" without the "c"?"</i> Counting syllables <i>New: in 1 to 4 syllable words.</i>		Kindergarten - Grade 2 Phonemic Awareness .Mercer, Cecil D. Campbell, Kenneth U. <u>Great Leaps Reading Program</u> Diarmuid, Inc, 1997. Print Cunningham, Patricia M. <i>Systematical Sequential Phonics They Use.</i> Beginning Readers of All Ages. Greensboro:Carson-Dellosa Publishing Company, 2000. Print.

<p>""crust"" without the 'c'?"") (Local) R.1.9.5- Counting syllables in 1 to 4-syllable words (Local)</p>					
---	--	--	--	--	--

Word Meaning-November

Standards	Enduring Understandings	Content	Skills	Less
<p>R.1.3.1- Identifying synonyms and antonyms to connect new words to known words (Local) R.1.3.2- Selecting appropriate words to use in context (Local)</p>		<p>Any of November's Word Wall Words and decoding words that may be good examples of antonyms/synonyms/homophones/homonyms</p>	<p>Generate Synonyms/Antonyms Generate Homophones/Homonyms</p>	

Word Wall Words-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.1.1.3-Reading grade-level appropriate words (in connected text) (Local) R.1.1.4-Reading grade- appropriate, high-frequency words (that include</p>		<p>16 WWW from list +plus 4 teacher choice words from weakness in student writing. Recommended: 4 from list and 1 teacher choice introduced per week</p>	<p>Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum</p>		<p>Teacher Note: Grade 1 Word Wall Words for the Year are posted under Assessments in the month of September of this map.</p>

	irregularly spelled words - said; contractions - I'm) (Local)					
D e c e m b e r	Decoding-Dec					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.1.1.0- Applies word identification and decoding strategies (leading to automaticity) by R.1.1.1- Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge (Local) R.1.1.2- Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing) (Local) R.1.1.3- Reading grade-level appropriate words (in connected text) (Local)		Phonemic Patterns and Elements: <u>Suggested Sequence:</u> *Digraphs-th/wh *Digraphs-ng/nk *a_ silent e *i _ e/ ight	Match sounds to symbols accurately Segments, blends, and forms words using phonemic patterns and elements		

Phonemic Awareness Auditory/Oral Skills-Dec					
Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.1.9.2- Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n) (Local)</p> <p>R.1.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop', "" ""tell me the middle sound in 'mop.'"" (Local)</p> <p>R.1.9.4- Deleting phonemes in one-syllable words ("what is ""crust"" without the 'c'?"") (Local)</p> <p>R.1.9.5- Counting syllables in 1 to 4-syllable words (Local)</p>		<p>Content from word block lists and activities such as:</p> <ul style="list-style-type: none"> *Word Wall transfer words *Word families *Spelling words *Content words *Decoding lessons <p>New: Blending and Segmenting</p> <p>New: Isolating phonemes</p> <p>New: Deleting phonemes</p> <p>New: Counting syllables</p>	<p>*Blending and segmenting</p> <p>New: phonemes in one syllable words (e.g., f-i-s-h, r-u-n)</p> <p>Isolating phonemes in single syllable words (e.g., "tell me the first sound in "mop", "tell me the last sound in "mop", New: "tell me the middle sound in "mop".</p> <p>New: Deleting phonemes in one syllable words "what is "crust" without the "c"?"</p> <p>Counting syllables New: in 1 to 4 syllable words.</p>		<p>Kindergarten - Grade 2 Phonemic Awareness</p> <p>.Mercer, Cecil D. Campbell, Kenne U. <u>Great Leaps Reading Program</u></p> <p>Diarmuid, Inc, 1997. Print</p> <p>Cunningham, Patricia M. <i>Systematical Sequential Phonics They Use.</i> Beginning Readers of All Ages. Greensboro: Carson-Dellosa Publishing Company, 2000. Print.</p>
Word Meaning-December					
Standards	Enduring Understandings	Content	Skills	Lessons	
R.1.3.1- Identifying		Any of the December's Word Wall Words and decoding words that may be good examples	Generate Synonyms/Antonyms		

synonyms and antonyms to connect new words to known words (Local) R.1.3.2- Selecting appropriate words to use in context (Local)	of antonyms/synonyms/homophones/homononyms	Generate Homophones/Homononyms
---	--	--------------------------------

Word Wall Words-Dec

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.3-Reading grade-level appropriate words (in connected text) (Local) R.1.1.4-Reading grade-appropriate, high-frequency words (that include irregularly spelled words - said; contractions - I'm) (Local)		16 WWW from list +plus 4 teacher choice words from weakness in student writing. Recommended: 4 from list and 1 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher Note: Grade 1 Word Wall Words for the Year are posted under Assessments in the month of September of this map.

J
a
n
u
a
r
y
Decoding-Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.0- Applies word identification and decoding strategies		Phonemic Patterns and Elements <u>Suggested Sequence:</u>	Match sounds to symbols accurately Segments,		

<p>(leading to automaticity) byâ€ R.1.1.1- Sounding out regularly spelled (decodable) one- syllable or two- syllable words using letter- sound correspondence knowledge (Local) R.1.1.2-Reading regularly spelled one or two- syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing) (Local) R.1.1.3-Reading grade-level appropriate words (in connected text) (Local)</p>		<p>*o_ e /u_ e *ay (day)/ai (rain) *ee (see)/ea (eat) *oa (coat) oe (toe) Common endings ie: s/es, ed, ing</p>	<p>blends, and forms words using phonemic patterns and elements Identifies words with common endings</p>		
<p>R.1.9.5- Counting syllables in 1 to 4-syllable words (Local)</p>		<p>Syllabication of content words and decoding words</p>	<p>Divide with VC/CV patterns between consonants (traf/fic, in/sect)</p>		

Phonemic Awareness Auditory/Oral Skills-Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.1.1.2-Reading regularly spelled one or two- syllable words using knowledge</p>		<p>Content from word block lists and activities such as: *Word Wall</p>	<p>*Blending <i>and</i> segmenting <i>New: phonemes in one syllbale words (e.g., f-i-</i></p>		<p>Kindergarten - Grade 2 Phonemi Awareness .Mercer, Cecil D. Campbell, Kenne</p>

<p>of sounds and letter patterns (including common endings (s, ed, ly, ing) (Local) R.1.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local) R.1.9.2- Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n) (Local) R.1.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop', "" ""tell me the middle sound in 'mop.'"" (Local) R.1.9.4- Deleting phonemes in one-syllable words (""what is ""crust"" without the 'c'?"") (Local) R.1.9.5- Counting syllables in 1 to 4-syllable words (Local)</p>		<p>transfer words *Word families *Spelling words *Content words *Decoding lessons <i>*New: Blending and Segmenting New: Isolating phonemes New: Deleting phonemes Counting syllables</i></p>	<p><i>s-h, r-u-n)</i> Isolating phonemes in single syllable words (e.g., "tell me the first sound in "mop", "tell me the last sound in "mop", <i>New: "tell me the middle sound in "mop".</i> <i>New: Deleting phonemes in one syllable words "what is "crust" without the "c"?"</i> Counting syllables <i>New: in 1 to 4 syllable words.</i></p>		<p>U. <u>Great Leaps Reading Program</u> Diarmuid, Inc, 1997. Print Cunningham, Patricia M. <i>Systematical Sequential Phonics They Use.</i> Beggining Readers of All Ages. Greensboro: Carswell-Delossa Publishing Company, 2000. Print.</p>
<p>Word Meaning-January</p>					

Standards	Enduring Understandings	Content	Skills	Less
R.1.3.1- Identifying synonyms and antonyms to connect new words to known words (Local) R.1.3.2- Selecting appropriate words to use in context (Local)		Any of January's Word Wall Words and decoding words that may be good examples of antonyms/synonyms/homophones/honomyms	Generate Synonyms/Antonyms Generate Homophones/Homonyms	

Word Wall Words-Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.3-Reading grade-level appropriate words (in connected text) (Local) R.1.1.4-Reading grade-appropriate, high-frequency words (that include irregularly spelled words - said; contractions - I'm) (Local)		16 WWW from list +plus 4 teacher choice words from weakness in student writing. Recommended: 4 from list and 1 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher Note: Grade 1 Word Wall Words for the Year are posted under Assessments in the month of September of this map.

F
e
b
r
u

Decoding-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
-----------	-------------------------	---------	--------	---------	-----------

a r y	<p>R.1.1.0- Applies word identification and decoding strategies (leading to automaticity) by</p> <p>R.1.1.1- Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge (Local)</p> <p>R.1.1.2- Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing) (Local)</p> <p>R.1.1.3- Reading grade-level appropriate words (in connected text) (Local)</p>		<p>Phonemic Patterns and Elements</p> <p><u>Suggested Sequence:</u></p> <p>*oi(noisy) oy(boy)</p> <p>*ar(car) or(for)</p> <p>*er(her),ir(bird),ur(fur)</p> <p>*aw(saw)au(cause)al_(walk)</p>	<p>Match sounds to symbols accurately</p> <p>Segments, blends, and forms words using phonemic patterns and elements</p>		
	<p>R.1.9.5- Counting syllables in 1 to 4-syllable words (Local)</p>		<p>Syllabication of content words and decoding words</p>	<p>Divide with VC/CV patterns between consonants (traf/fic, in/sect)</p>		

Phonemic Awareness-Auditory/Oral Skills-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.1.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local)</p> <p>R.1.9.2- Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n) (Local)</p> <p>R.1.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop, "" ""tell me the middle sound in 'mop. "" (Local)</p> <p>R.1.9.4- Deleting phonemes in one-syllable words ("what is ""crust"" without the 'c'?"") (Local)</p> <p>R.1.9.5- Counting syllables in 1 to 4-syllable words (Local)</p>		<p>Content from word block lists and activities such as:</p> <ul style="list-style-type: none"> *Word Wall transfer words *Word families *Spelling words *Content words *Decoding lessons <p>*New: Blending and Segmenting</p> <p>New: Isolating phonemes</p> <p>New: Deleting phonemes</p> <p>Counting syllables</p>	<p>Blending and segmenting syllables and onset-rimes (e.g. cup-cake, s-at)</p> <p>Isolating phonemes in single syllable words (e.g., "tell me the first sound in "mop", "tell me the last sound in "mop", New: "tell me the middle sound in "mop".</p> <p>New: Deleting phonemes in one syllable words "what is "crust" without the "c"?"</p> <p>Counting syllables New: in 1 to 4 syllable words.</p>		<p>Kindergarten - Grade 2 Phonemic Awareness .Mercer, Cecil D. Campbell, Kennebec U. <u>Great Leaps Reading Program</u></p> <p>Diarmuid, Inc, 1997. Print</p> <p>Cunningham, Patricia M. <i>Systematical Sequential Phonics They Use.</i> Beginning Readers of All Ages. Greensboro: Carson-Dellosa Publishing Company, 2000. Print.</p>

Word Meaning-February

Standards	Enduring Understandings	Content	Skills	Less
R.1.3.1- Identifying synonyms and antonyms to connect new words to known words (Local) R.1.3.2- Selecting appropriate words to use in context (Local)		Any of the February's Word Wall Words and decoding words that may be good examples of antonyms/synonyms/homophones/homononyms	Generate Synonyms/Antonyms Generate Homophones/Homononyms	

Word Wall Words-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.3-Reading grade-level appropriate words (in connected text) (Local) R.1.1.4-Reading grade-appropriate, high-frequency words (that include irregularly spelled words - said; contractions - I'm) (Local)		16 WWW from list +plus 4 teacher choice words from weakness in student writing. Recommended: 4 from list and 1 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher Note: Grade 1 Word Wall Words for the Year are posted under Assessments in the month of September of this map.

M
a
r
c
h

Decoding-Mar

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
-----------	-------------------------	---------	--------	---------	-----------

<p>R.1.1.0-Applies word identification and decoding strategies (leading to automaticity) byâ€</p> <p>R.1.1.1-Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge (Local)</p> <p>R.1.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing) (Local)</p> <p>R.1.1.3-Reading grade-level appropriate words (in connected text) (Local)</p>		<p>Phonemic Patterns and Elements</p> <p><u>Suggested Sequence:</u></p> <p>*ou(loud)</p> <p>*ow(cow/low)</p> <p>*oo(good/food)</p> <p>*ew(few)</p> <p>*y(yes/by/baby)</p>	<p>Match sounds to symbols accurately</p> <p>Segments, blends, and forms words using phonemic patterns and elements</p>		
<p>R.1.9.5-Counting syllables in 1 to 4-syllable words (Local)</p>		<p>Syllabication of content words and decoding words</p>	<p>Divide with VC/CV patterns between consonants (traf/fic, in/sect)</p>		
<p>Phonemic Awareness-Auditory/Oral Skills-Mar</p>					
<p>Standards</p>	<p>Enduring</p>	<p>Content</p>	<p>Skills</p>	<p>Lessons</p>	<p>Resources</p>

		Understandings			
R.1.9.2- Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n) (Local)		Content from word block lists and activities such as: *Word Wall transfer words *Word families *Spelling words *Content words *Decoding lessons	Blending and segmenting syllables and onset-rimes (e.g. cup-cake, s-at)		Kindergarten - Grade 2 Phonemic Awareness .Mercer, Cecil D. Campbell, Kenneth U. <u>Great Leaps Reading Program</u>
R.1.9.3-Isolating phonemes in single syllable words (e.g., "tell me the first sound in 'mop', "" ""tell me the last sound in 'mop', "" ""tell me the middle sound in 'mop.'"" (Local)		*New: Blending and Segmenting New: Isolating phonemes New: Deleting phonemes Counting syllables	Isolating phonemes in single syllable words (e.g., "tell me the first sound in "mop", "tell me the last sound in "mop", New:"tell me the middle sound in "mop".		Diarmuid, Inc, 1997. Print Cunningham, Patricia M. <i>Systematical Sequential Phonics They Use.</i> Beginning Readers of All Ages. Greensboro:Carson-Dellosa Publishing Company, 2000. Print.
R.1.9.4-Deleting phonemes in one-syllable words ("what is ""crust"" without the 'c'?"") (Local)			New: Deleting phonemes in one syllable words "what is "crust" without the "c"?"		
R.1.9.5-Counting syllables in 1 to 4-syllable words (Local)			Counting syllables New: in 1 to 4 syllable words.		

Word Meaning-March

Standards	Enduring Understandings	Content	Skills	Lessons
R.1.3.1-Identifying synonyms and antonyms to connect		Any of March's Word Wall Words and decoding words that may be good examples of antonyms/synonyms/homophones/homonyms	Generate synonyms and antonyms Generate Homophones/Homonyms	

new words to known words (Local) R.1.3.2- Selecting appropriate words to use in context (Local)				
--	--	--	--	--

Word Wall Words-Mar

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.3-Reading grade-level appropriate words (in connected text) (Local) R.1.1.4-Reading grade-appropriate, high-frequency words (that include irregularly spelled words - said; contractions - I'm) (Local)		16 WWW from list +plus 4 teacher choice words from weakness in student writing. Recommended: 4 from list and 1 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher Note: Grade 1 Word Wall Words for the Year are posted under Assessments in the month of September of this map.

A
p
r
i
l

Decoding-Apr

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.0-Applies word identification and decoding strategies (leading to automaticity) by R.1.1.1-		Phonemic Patterns and Elements <u>Suggested Sequence:</u> *c(cat/city)(2) *g(go/gem)(2) *ending blends(lt,mp)	Match sounds to symbols accurately Segments, blends, and forms words using phonemic patterns and		

<p>Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge (Local)</p> <p>R.1.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing) (Local)</p> <p>R.1.1.3-Reading grade-level appropriate words (in connected text) (Local)</p>		*tion(caption)	elements		
R.1.9.5-Counting syllables in 1 to 4-syllable words (Local)		Syllabication of content words and decoding words	Divide with VC/CV patterns between consonants (traf/fic, in/sect)		
Phonemic Awareness Auditory/Oral Skills-Apr					
Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.1.9.2-Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n) (Local)</p> <p>R.1.9.3-Isolating</p>		<p>Content from word block lists and activities such as:</p> <p>*Word Wall</p> <p>transfer words</p> <p>*Word families</p> <p>*Spelling words</p>	<p><i>Blending and segmenting syllables and onset-rimes (e.g. cup-cake, s-at)</i></p> <p>Isolating</p>		<p>Kindergarten - Grade 2 Phonemic Awareness</p> <p>.Mercer, Cecil D.</p> <p>Campbell, Kenne</p> <p>U. <u>Great Leaps Reading Program</u></p> <p>Diarmuid, Inc,</p>

<p>phonemes in single syllable words (e.g., "tell me the first sound in 'mop'," "tell me the last sound in 'mop'," "tell me the middle sound in 'mop.'" (Local) R.1.9.4-Deleting phonemes in one-syllable words ("what is 'crust' without the 'c'?" (Local) R.1.9.5-Counting syllables in 1 to 4-syllable words (Local)</p>		<p>*Content words *Decoding lessons <i>*New: Blending and Segmenting</i> <i>New: Isolating phonemes</i> <i>New: Deleting phonemes</i> <i>Counting syllables</i></p>	<p>phonemes in single syllable words (e.g., "tell me the first sound in "mop", "tell me the last sound in "mop", <i>New: "tell me the middle sound in "mop".</i> <i>New: Deleting phonemes in one syllable words "what is "crust" without the "c"?"</i> Counting syllables <i>New: in 1 to 4 syllable words.</i></p>		<p>1997. Print Cunningham, Patricia M. <i>Systematical Sequential Phonics They Use.</i> Beginning Readers of All Ages. Greensboro:Carson-Dellosa Publishing Company, 2000. Print.</p>
---	--	--	---	--	--

Word Meaning-April

Standards	Enduring Understandings	Content	Skills	Lessons
<p>R.1.3.1-Identifying synonyms and antonyms to connect new words to known words (Local) R.1.3.2-Selecting appropriate words to use in</p>		<p>Any of April's Word Wall Words and decoding words that may be good examples of antonyms/synonyms/homophones/homonyms</p>	<p>Generate Synonyms/Antonyms Generate Homophones/Homonyms</p>	

	context (Local)					
Word Wall Words-Apr						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.1.1.3-Reading grade-level appropriate words (in connected text) (Local) R.1.1.4-Reading grade-appropriate, high-frequency words (that include irregularly spelled words - said; contractions - I'm) (Local)		16 WWW from list +plus 4 teacher choice words from weakness in student writing. Recommended: 4 from list and 1 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher Note: Grade 1 Word Wall Words for the Year are posted under Assessments in the month of September of this map.
M	Decoding-May					
a	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
y	R.1.1.0-Applies word identification and decoding strategies (leading to automaticity) by R.1.1.1- Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence		Phonemic Patterns and Elements <u>Suggested Sequence:</u> *blends *end digraph(ng/thing) (nk/think) *silent letters(wr/wrong) (kn/know) (mb/climb) (gn/gnaw)	Match sounds to symbols accurately Segments, blends, and forms words using phonemic patterns and elements		

knowledge (Local) R.1.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing) (Local) R.1.1.3-Reading grade-level appropriate words (in connected text) (Local)					
R.1.9.5-Counting syllables in 1 to 4-syllable words (Local)		Syllabication of content words and decoding words	Divide with VC/CV patterns between consonants (traf/fic, in/sect)		
Phonemic Awareness-Auditory/Oral Skills-May					
Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.9.2-Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-un) (Local) R.1.9.3-Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last		Content from word block lists and activities such as: *Word Wall transfer words *Word families *Spelling words *Content words *Decoding lessons * New: Blending and Segmenting New: Isolating	<i>Blending and segmenting syllables and onset-rimes (e.g. cup-cake, s-at)</i> Isolating phonemes in single syllable words (e.g., "tell me the first sound in "mop", "tell me the last sound in "mop",		Kindergarten - Grade 2 Phonemic Awareness .Mercer, Cecil D. Campbell, Kenne U. <u>Great Leaps Reading Program</u> Diarmuid, Inc, 1997. Print Cunningham, Patricia M. <i>Systematical Sequential Phonics They Use.</i> Begginning Reade

<p>sound in 'mop,'" "tell me the middle sound in 'mop.'" (Local) R.1.9.4-Deleting phonemes in one-syllable words ("what is "crust" without the 'c'") (Local) R.1.9.5- Counting syllables in 1 to 4-syllable words (Local)</p>		<p><i>phonemes</i> <i>New: Deleting</i> <i>phonemes</i> <i>Counting</i> <i>syllables</i></p>	<p><i>New:"tell me</i> <i>the middle</i> <i>sound in</i> <i>"mop".</i></p> <p><i>New: Deleting</i> <i>phonemes in</i> <i>one syllable</i> <i>words "what is</i> <i>"crust" without</i> <i>the "c"?"</i></p> <p>Counting syllables <i>New:</i> <i>in 1 to 4 syllable</i> <i>words.</i></p>		<p>of All Ages. Greensboro:Cars -Delossa Publishing Company, 2000. Print.</p>
--	--	--	--	--	--

Word Meaning-May

Standards	Enduring Understandings	Content	Skills	Lessons
<p>R.1.3.1- Identifying synonyms and antonyms to connect new words to known words (Local) R.1.3.2- Selecting appropriate words to use in context (Local)</p>		<p>Any of May's Word Wall Words and decoding words that may be good examples of antonyms/synonyms/homophones/homonims</p>	<p>Generate Synonyms/Antonyms Generate Homophones/Homonims</p>	

Word Wall Words-May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.1.1.3-Reading</p>		<p>16 WWW from</p>	<p>Accurate, instant</p>		<p>Teacher Note:</p>

<p>grade-level appropriate words (in connected text) (Local) R.1.1.4-Reading grade-appropriate, high-frequency words (that include irregularly spelled words - said; contractions - I'm) (Local)</p>		<p>list +plus 4 teacher choice words from weakness in student writing. Recommended: 4 from list and 1 teacher choice introduced per week</p>	<p>recognition of each word Demonstrate mastery of each word in writing across the curriculum</p>		<p>Grade 1 Word Wall Words for the Year are posted under Assessments in the month of September of this map.</p>
---	--	--	--	--	---

J
u
n
e

Decoding-June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.1.1.0-Applies word identification and decoding strategies (leading to automaticity) by R.1.1.1- Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge (Local) R.1.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and</p>		<p>Phonemic Patterens and Elements <u>Sugested Sequence:</u></p>			

letter patterns (including common endings (s, ed, ly, ing) (Local) R.1.1.3-Reading grade-level appropriate words (in connected text) (Local)					
R.1.9.5-Counting syllables in 1 to 4-syllable words (Local)		Syllabication of content words and decoding words	Divide with VC/CV patterns between consonants (traf/fic, in/sect)		
Phonemic Awareness-Auditory/Oral Skills-June					
Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.9.2-Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-un) (Local) R.1.9.3-Isolating phonemes in single syllable words (e.g., "tell me the first sound in 'mop', "tell me the last sound in 'mop', "tell me the middle sound in 'mop.'" (Local) R.1.9.4-Deleting phonemes in one-syllable words ("what is 'crust'")		Content from word block lists and activities such as: *Word Wall *transfer words *Word families *Spelling words *Content words *Decoding lessons *New: Blending and Segmenting New: Isolating phonemes New: Deleting phonemes Counting syllables	Blending and segmenting syllables and onset-rimes (e.g. cup-cake, s-at) Isolating phonemes in single syllable words (e.g., "tell me the first sound in "mop", "tell me the last sound in "mop", New:"tell me the middle sound in "mop". New: Deleting phonemes in one syllable		Kindergarten - Grade 2 Phonemic Awareness .Mercer, Cecil D. Campbell, Kenne U. <u>Great Leaps Reading Program</u> Diarmuid, Inc, 1997. Print Cunningham, Patricia M. <i>Systematical Sequential Phonics They Use.</i> Beggining Readers of All Ages. Greensboro:Carson-Dellosa Publishing Company, 2000. Print.

without the 'c'?"") (Local) R.1.9.5- Counting syllables in 1 to 4-syllable words (Local)			<i>words "what is "crust" without the "c"?"</i>		
			Counting syllables <i>New: in 1 to 4 syllable words.</i>		

Word Meaning-June

Standards	Enduring Understandings	Content	Skills	Lessons
R.1.3.1- Identifying synonyms and antonyms to connect new words to known words (Local) R.1.3.2- Selecting appropriate words to use in context (Local)		Any of June's Word Wall Words and decoding words that may be good examples of antonyms/synonyms/homophones/homonyms	Generate Synonyms/Antonyms Generate Homophones/Homonyms	

Word Wall Words-June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.1.1.3-Reading grade-level appropriate words (in connected text) (Local) R.1.1.4-Reading grade-appropriate, high-frequency		Review based on formal and informal reading and writing assessments	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher Note: Grade 1 Word Wall Words for the Year are posted under Assessments in the month of September of this map.

words (that include irregularly spelled words - said; contractions - I'm) (Local)					
---	--	--	--	--	--