

Easthampton First Grade Word Study Lessons

September¹

Week	Lesson Title and Learning Principle ²	Page	Massachusetts Frameworks (ELA Grade 1 unless otherwise noted)
1	ELC1 - Recognizing Names: Name Chart <i>Your name starts with a capital letter. The other letters are lowercase.</i>	71	L2a: Capitalize names of people
	ELC 2 – Recognizing Your Name in Text <i>Your name is always written the same way.</i>	75	L2d: Use conventional spelling for frequently occurring irregular words.
2	ELC 3 – Matching Spoken Word to Written Word <i>We say one word for each word we see in writing.</i>	79	RF1a: Demonstrate understanding of the organization and basic features of print.
3	PA 3 – Hearing Sounds in Sequence <i>You can say a word slowly to hear and record all the sounds from first to last.</i>	97	L2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF3b Decode regularly spelled one-syllable words.
4	WSA 1 – Saying Words Slowly to Predict Letter Sequence <i>You can use what you know about letters and sounds to check on your reading and writing.</i>	415	L2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions RF3 Know and apply grade-level phonics and word analysis skills in decoding words. RF3a Know the spelling-sound correspondences for common consonant diagraphs. RF3b Decode regularly spelled one-syllable words.

¹ This is a plan that should generally work for an average first grade classroom. Because each class is unique, changes to this plan are unavoidable: there are 100 lessons in the supporting text and not even half are covered here. Please keep in mind the words of Gay Su Pinnell and Irene C. Fountas, “This yearly plan is a ladder of support as you work with children over time. Don’t worry if your group does not progress in precisely the same way this plan implies. They may learn more rapidly in one area than another, but referring to the plan will help you reflect on areas where you need to invest more instruction.” *Phonics Lessons: Letters, Words, and How They Work*, p. 34.

² Some months have 3 weeks of lessons, others 4, to account for holiday weeks. Following this schedule will ensure that by June all of the Common Core Reading Stands: Foundational Skills for *Print Concepts, Phonological Awareness and Phonics* and *Word Recognition* are addressed and explicitly taught, as well as many of the Common Core Language Standards addressing *Conventions of Standard English*.

			RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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October

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	WSA 3 Changing the First Letter of a Word <i>You can change the first letter or letters of a word to make a new word.</i>	423	L2d Use conventional spelling for words with common spelling patterns RF3b Decode regularly spelled one-syllable words. (K)RF3d – Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K)RF2e – Add or substitute individual sounds in simple words to make new words.
2	LS3 Learning about Beginning Sounds <i>If you say two words, you can tell if they begin with the same sound.</i>	205	RF2c Isolate and produce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.
3	PA6 Identifying Onsets and Rimes <i>You can hear and say the first and last parts of a word.</i> <i>You can blend word parts together.</i>	109	L2d Use conventional spelling for words with common spelling patterns RF2c Isolate and produce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.
4	HF1 Learning High Frequency Words 1 <i>You see some words many times when you read.</i>	325	L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. RF3g Recognize and read grade-appropriate irregularly spelled words.

November

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	SP1 Learning Common Short Vowel Word Patterns: a (i,o, u)	283	RF2a Distinguish long from short vowel sounds in spoken single-syllable words.

	<i>Some words have patterns that are the same. You can look at the pattern you know to help you read and write words.</i>		(K)RF2e – Add or substitute individual sounds in simple words to make new words.
2	HF2 Learning High Frequency Words 2 & 3 <i>Words you see a lot are important because they help you read and write.</i>	329 & 333	L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. RF3g –Recognize and read grade-appropriate irregularly spelled words.
3	SP2 Learning Common Short Vowel Word Patterns: e (a, i,o, u) <i>You can make new words by putting a letter or letter cluster before the pattern.</i>	287	RF2a Distinguish long from short vowel sounds in spoken single-syllable words. (K)RF2e – Add or substitute individual sounds in simple words to make new words.
4	LS6 Noticing Vowels in Words <i>Some letters are consonants and some letters are vowels. Every word has a vowel.</i>	217	RF2a Distinguish long from short vowel sounds in spoken single-syllable words. (K)RF1d – Recognize and name all upper and lowercase letters of the alphabet.

December

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	PA9 Hearing Middle Sounds <i>You can hear and say the sound in the middle of a word</i>	121	RF2b- Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words. RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
2	PA11 Hearing and Changing First and Last Sounds <i>You can change the first or last sound in a word to make a new word.</i>	129	RF2b- Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words. (K)RF3d – Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K)RF2e – Add or substitute individual sounds in simple words to make new words.
3	LK14 Identifying Consonants and Vowels <i>Some letters are consonants and some letters are vowels.</i>	187	RF2a Distinguish long from short vowel sounds in spoken single-syllable words.

Easthampton First Grade
Month-by-Month Schedule

Word Study Lessons (from Pinnell, Gay and Irene C. Fountas, *Phonics Lessons: Letters, Words, and How They Work*.
Portsmouth, NH.: Heinemann, 2003.)

	<i>Every word has a vowel.</i>		(K)RF1d – Recognize and name all upper and lowercase letters of the alphabet.
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January

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	HF6 Learning High Frequency Words 6 <i>Words you see a lot are important because they help you read and write.</i>	345	L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. RF3g –Recognize and read grade-appropriate irregularly spelled words.
2	LS7 Introducing Consonant Clusters <i>Some consonants go together in clusters. You can hear each sound in a consonant cluster.</i>	221	RF2b – Orally produce single-syllable words by blending sounds, including consonant blends.
3	LS9 Consonant Clusters: s Family <i>Some consonants go together in clusters. You can hear each sound in a consonant cluster.</i>	229	RF2b – Orally produce single-syllable words by blending sounds, including consonant blends.
4	WSA5 Using What You Know about Words <i>You can use parts of words you know to read or write new words.</i>	431	L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

February

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	LS13 Recognizing Long and Short Vowel Sounds: e <i>In some words, the e sounds like the e in eat and seat</i> <i>In some words, the e sounds like the e in egg and net</i> <i>Some words end in an e that is silent and the vowel usually has the long sound.</i>	245	RF2a Distinguish long from short vowel sounds in spoken single-syllable words. RF3c Know final –e and common vowel team conventions for representing long vowel sounds. (K)RF3b Associate the long and short sounds with common spellings for the five major vowels
2	LS15 Recognize Long and Short Vowel Sounds: o and u <i>A vowel can have a sounds like its name. It is called a long vowel.</i> <i>A vowel can have a sound that is different from its name. It is called a short vowel sound.</i>	253	RF2a Distinguish long from short vowel sounds in spoken single-syllable words. RF3c Know final –e and common vowel team conventions for representing long vowel sounds. (k)RF3b Associate the long and short sounds with common spellings for the five major vowels

3	<p>WS5 Adding s and ing <i>Add s to the end of a word to make it sound right in the sentence.</i> <i>Add ing to a base word to show that you are doing something now.</i></p>	389	<p>L1c-Use singular and plural nouns with matching verbs in basic sentences. L1e-Use verbs to convey a sense of past, present, and future. RF3f-Read words with inflectional endings.</p>
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March

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	<p>WSA12 Changing First and Last Word Parts <i>You can change the first part or the last part to make a new word.</i></p>	459	<p>RF2b- Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words. (K)RF3d – Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K)RF2e – Add or substitute individual sounds in simple words to make new words.</p>
2	<p>LS17 Recognizing Common Consonant Digraphs <i>Some clusters of consonants stand for one sound that is different from either of the letters. They are called consonant digraphs.</i></p>	261	<p>RF3a-Know the spelling sound correspondences for common consonant digraphs</p>
3	<p>WSA13 Putting Words Together <i>You can read compound words by finding the two smaller words.</i></p>	463	<p>RF3e-Decode two-syllable words following basic patterns by breaking the words into syllables.</p>
4	<p>WSA14 Learning How to Learn Words 1 <i>You can make a word several times to learn the sequence of letters.</i></p>	467	<p>L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words RF3a-Know the spelling sound correspondences for common consonant digraphs RF3g-Recognize and read grade-appropriate irregularly spelled words.</p>

April

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
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1	SP9 Noticing Features of Words <i>You can find patterns that are the same in many words.</i>	315	RF1-Demonstrate understanding of the organization and basic features of print. SL3 Ask and answer question about what a speaker says in order to gather additional information of clarify something that is not understood.
2	WSA15 Learning How to Learn Words 2 <i>You can look at the word, say it, cover it, write it, and check it to help you learn to spell it correctly.</i>	471	L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words RF3a-Know the spelling sound correspondences for common consonant digraphs RF3g-Recognize and read grade-appropriate irregularly spelled words.
3	WSA16 Learning How to Learn Words 3 <i>You can write a word, look at it, and try again to make it “look right.”</i>	475	L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words RF3a-Know the spelling sound correspondences for common consonant digraphs RF3g-Recognize and read grade-appropriate irregularly spelled words.

May/June

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	WS6-Adding ed <i>-ed is a special ending. -ed can say d, ed, and t.</i>	393	RF3f – Read words with inflectional endings.
2	WS10 Identifying Syllables in Words <i>You can hear the syllables in words. You can look at the syllables in a word to read it.</i>	409	RF3e-Decode two-syllable words following basic patterns by breaking the words into syllables.
3	SP10 Learning about Vowels and Silent e <i>Some words have a consonant, then a vowel, and then another consonant. The vowel sounds like the a in apple. Some words have a consonant, a vowel, a consonant and then a silent e. The vowel sounds like the a in make.</i>	319	RF2a Distinguish long from short vowel sounds in spoken single-syllable words. RF3c Know final –e and common vowel team conventions for representing long vowel sounds.

			(K)RF3b Associate the long and short sounds with common spellings for the five major vowels
4	LS19 Recognizing Vowel Sounds: Silent e <i>Some words end in an e that is silent and the vowel usually has the long sound (sounds like its name)</i>	269	RF2a Distinguish long from short vowel sounds in spoken single-syllable words. RF3c Know final –e and common vowel team conventions for representing long vowel sounds. (K)RF3b Associate the long and short sounds with common spellings for the five major vowels