

Flemington-Raritan Regional School District
Flemington, NJ

Language Arts
Word Study Program Revised - Grade 1

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Flemington-Raritan Regional School District
Grade One Word Study Program
Revised to Align to Project Read
May 2014

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Flemington-Raritan Regional School District Grade One Word Study Program

Rationale for Project Read in the Word Study Program

Project Read is a phonics program designed to provide students with explicit, direct phonics instruction. It is meant to supplement a word study program. The Flemington-Raritan Regional School District's Word study Program is based on the work of Bear, Invernizzi, Templeton and Johnston (2000, 2008) and Ganske (2000). Word study builds an awareness and understanding of how the alphabetic, pattern, and meaning levels of word structure build upon each other (Templeton, 2013). Project Read complements and supplements students' understanding of how words work.

Scope and Sequence of Units

- The Flemington-Raritan Regional School District's Word Study Program has been realigned to follow the sequence of Project Read units Volumes 1 and 2.
- The blends units are not in the same order as the Project Read because phonics references suggest that initial blends are taught prior to final blends. Initial blends are taught in Units 15-17 and final blends are taught in Units 23 and 24. This sequence is suggested by Dorn and Soffos (2012).

Alignment to Common Core State Standards

Phonological Awareness:

CCSS.ELA-LITERACY.RF.1.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.1.2.A

Distinguish long from short vowel sounds in spoken single-syllable words.

CCSS.ELA-LITERACY.RF.1.2.B

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CCSS.ELA-LITERACY.RF.1.2.C

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-LITERACY.RF.1.2.D

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

Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.1.3.A

Know the spelling-sound correspondences for common consonant digraphs.

CCSS.ELA-LITERACY.RF.1.3.B

Decode regularly spelled one-syllable words.

CCSS.ELA-LITERACY.RF.1.3.C

Know final -e and common vowel team conventions for representing long vowel sounds.

CCSS.ELA-LITERACY.RF.1.3.D

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

CCSS.ELA-LITERACY.RF.1.3.E

Decode two-syllable words following basic patterns by breaking the words into syllables.

CCSS.ELA-LITERACY.RF.1.3.G

Recognize and read grade-appropriate irregularly spelled words.

CCSS.ELA-LITERACY.RF.1.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

High Frequency Words

High frequency words have been aligned to Project Read. Red words in the Project Read program are noted in bold in each unit of the Word Study Program

Dictation Sentences

Dictation sentences are provided in the Word Study Program for each unit. In order to meet students' needs, differentiation can be achieved in the following ways:

- Use the sentences provided in the Word Study Program;
- Use the sentences provided in the Project Read materials for students;

- Create more complex sentence using the skills taught in the units to provide challenge for students

References

Bear, D., Invernizzi, M., Templeton, s., & Johnston, F. (2008, 2000). *Words Their Way*. NJ: Prentice Hall.

Dorn, L. & Soffos, C. (2012). *Interventions that Work*. MA: Pearson.

Ganske, K. (2000). *Word Journeys*. New York: Guilford Press.

Templeton, S. (2013). The Words Their Way approach to word study and the Common Core State Standards. Pearson Education, Inc. Downloaded April 19, 2014 from [http://www.fsd157c.org/Documents/TeacherFiles/WordstheirWayresearch\(1\)_11_19_2013_7_18_24_PM.pdf](http://www.fsd157c.org/Documents/TeacherFiles/WordstheirWayresearch(1)_11_19_2013_7_18_24_PM.pdf)

Flemington Raritan Regional School District
1st Grade Word Study
2013-2014

Unit	High Frequency Words * bold are red words	Chunks	Project Read Lessons * bold are red word lessons	Sample Sort Words *Challenge Words	Activities *Sorts with Games are from <i>Words Their Way Level A</i> Teacher's Resource Guide and CD	Dictated Sentences
1	a, I , am, at, me	at/ am	Unit 1: Short Vowel a t, m, s, b, c, f * Unit 3: Lesson 1 Telling Thought (Declarative Sentence) a, I- Concept of Language Lesson 2	at, sat, bat, hat, rat, mat * that, *chat, *brat, *flat am, ham, jam, Pam, ram, * clam, *cram, *gram, *slam	Sort 6: -at, -an Sort 7: -ad, -ap, ag Sort 29: Short Vowels a, o Word Journeys - List page 205 - Ref. 118 - 124	I am a fat cat.
2	the , and, can, dad, had	ap/an	Unit 2: Short Vowel a r, h, n, j, l, p Unit 3: g, d, v the- Unit 2: Lesson 1	tap, nap, cap, rap, map * clap, *snap, *trap an, can, man, fan, van * plan, *than	Sort 6: -at, -an Sort 7: -ad, -ap, ag Sort 29: Short Vowels a, o Word Journeys - List page 205 - Ref. 118 - 124	Dad and I had a nap.
3	to , did, him, if, it	it/ip	Unit 4: Short Vowel i Unit 7: qu, x, y, z *Unit 7: Lesson 4 Asking Thought (Interrogative Sentence) to- Unit 3: Lesson 1	bit, sit, hit, lit, fit * spit, *split, *skit tip, sip, lip, zip, hip * chip, *ship, *grip	Sort 11: -ip, -ig, -ill Sort 30: Short Vowels i, u Sort 31: Short Vowels e, i, o, u Word Journeys - List page 205 - Ref. 118 - 124	Did the can hit him?
4	have , big, in, is, his	in/ ig	Unit 4: Short Vowel i have- Unit 4: Lesson 2	bin, tin, pin, fin, win * shin, *chin, *grin big, dig, fig, pig, wig	Sort 11: -ip, -ig, -ill Sort 30: Short Vowels i, u Sort 31: Short Vowels e, i, o, u Word Journeys	The pig is mad at me. I have to win.

				* swig, *twig	- List page 205 - Ref. 118 - 124	
5	said , back, quick, my, by	ack/ ick	Unit 5/6: -k, -ck said- Unit 5/6: Lesson 2	back, rack, pack, tack, sack * stack, *black, *quack sick, pick, lick, kick, tick * quick, *brick, *trick	Sort 27: -ick, -ack, -uck, -ock Word Journeys - List page 208 - Ref. 125, 126	My dad said I am quick. His sack is big.
6	of , got, mom, not, on	ot/ op	Unit 8: Short Vowel o of- Unit 7: Lesson 2	got, pot, hot, lot, dot * spot, *shot, *trot hop, top, mop, pop, cop * stop, *chop, *shop	Sort 8: -op, -ot, -og Sort 29: Short Vowels a, o Word Journeys - List page 205 - Ref. 118 - 124	I got my mom a can of pop. Dad said I had to mop.
7	was , be, he, we, see	ob/ og	Unit 8: Short Vowel o was- Unit 8: Lesson 2	cob, job, sob, rob, mob * blob, *glob, *knob bog, dog, fog, hog, jog * frog, *blog	Sort 8: -op, -ot, -og Sort 29: Short Vowels a, o Word Journeys - List page 205 - Ref. 118 - 124	I see he got me a dog. Sam said I was quick at my job.
8	you, what , get, ten, went	et/ en	Unit 12: Short Vowel e * Unit 12: Lesson 3 Exclamatory Sentences you- Unit 9: Lesson 1 what- Unit 10: Lesson 1	met, let, net, get, pet * fret ten, men, hen, pen, den * then, *when, *Glen	Sort 9: -et, -eg, -en Word Journeys - List page 205 - Ref. 118 - 124	I went to get you a map. What did you get me?
9	could , would , should , red, saw	ed/ eg	Unit 12: Short Vowel e * Unit 20: Lesson 3 Suffix -ed could, would, should- Unit 12: Lesson 2	bed, red, fed, led, wed * fled, *shed, *sled beg, leg, peg, Meg	Sort 9: -et, -eg, -en Word Journeys - List page 205 - Ref. 118 - 124	I saw a red dot on my leg. Be quick and get the vet for his dog!
10	are, put , when, which, out	Digraphs ch, wh	Unit 11: Lesson 1 ch Unit 11: Lesson 2 wh * Unit 18: Lesson 1 -tch * Unit 18: Lesson 2	chop, chin, chat, chip, pinch, pinch, rich, chick *chunk, *chimp, *chill	Sort 12: ch, sh Sort 13: th, wh Sort 14: sh, ch, wh, th Sort 21: k, wh, qu, tw	Which bed would I nap in? When could we put out the ham?

			Suffixes -s, -es are- Unit 11: Lesson 2 put- Unit 11: Lesson 4	whip, whiz, which, when, why, *where, *whiff	Sort 32: Digraphs and Short Vowels a, e, i Word Journeys - List page 208 - Ref. 125, 126	
11	that, them, then, this, with	Digraphs th, sh	Unit 11: Lesson 3 th Unit 11: Lesson 4 sh * Unit 18: Lesson 2 Suffixes -s, -es	thin, thick, this, that, with, path, math, *thank ship, shot, shock, shop, dish, dash, wish, cash, fish, lash, *shelf, *shall	Sort 12: ch, sh Sort 13: th, wh Sort 14: sh, ch, wh, th Sort 32: Digraphs and Short Vowels a, e, i Word Journeys - List page 208 - Ref. 125, 126	You can get this pig back in his pen. Should I sit with them?
12	but, just, much, run, us	ut/ un	Unit 14: Short Vowel u	cut, but, nut, hut shut, *strut run, fun, bun, sun * stun, *spun	Sort 10: -ug, -ut, -un Sort 30: Short Vowels i, u Word Journeys - List page 205 - Ref. 118 - 124	It is just us on the job. I am quick when I run.
13	up, boy, girl, look, she	ug/up	Unit 14: Short Vowel u	hug, bug, rug, tug, dug, chug * slug, *plug cup, pup	Sort 10: -ug, -ut, -un Sort 30: Short Vowels i, u Word Journeys - List page 205 - Ref. 118 - 124	She should not look up at the sun. The boy and girl sat on the rug.
14	as, has, go, no, so	ock/ uck	Unit 5/6: -k, -ck	dock, mock, lock, rock, sock, * block, *clock, *stock buck, duck, luck, puck, tuck *cluck, *stuck, *truck	Sort 27: -ick, -ack, -uck, -ock Word Journeys - List page 208 - Ref. 125, 126	The duck has to go look for mom. Go lock up the dog in his pen!
15	they , black, play, day, may	Initial L Blends sl, bl,	Unit 13a: Beginning Consonant Blends sl, bl, fl, cl, gl, pl they- Unit 13a: Lesson	<u>sl</u> -slip, sled, slick, slid <u>bl</u> - black, block, *bless, *blank <u>fl</u> - flash, *fling, flat, flop,	Sort 18: pl, sl, bl, fl Sort 19: cr, cl, fr, gl, gr Sort 22: -at, -ot, -it Sort 23: -an, -un, -in	They may play with them. The girl has a black top on.

		fl, cl, gl, pl (Use with previou s chunks)	2	flag <u>cl</u> -*clang, cloth, clip, clam, *class <u>gl</u> - glum, glad, *glass, glob <u>pl</u> - plod, plot, plan, plum	Sort 24: -ad, -ed, -ab, -ob Sort 25: -ag, -eg, -ig, -og, -ug Sort 33: Short Vowel with Beginning Blends Word Journeys - List page 204 - Ref. 125, 126	
16	your , or, for, more, before,	Initial R Blends tr, fr, pr, cr, dr, shr, br, gr, thr (Use with previou s chunks)	Unit 13b: tr, fr, pr, cr, dr, shr, br, gr, thr your- Unit 13b: Lesson 2	<u>tr</u> - trim, trick, trap, trip *track, trash, truck <u>cr</u> -crib, crop, crab crash, crack, *cross, <u>br</u> -brag, brim, brick *brass, *bring <u>fr</u> - frog, fret fresh, *frill, *frisk <u>dr</u> - drag, drip, drop, *drink, *dress,* drank,*drill <u>gr</u> - grim, grab, grin, *grass, *grill <u>pr</u> - prim, *press, prop, prod <u>thr</u> -*thrill, throb, *three <u>shr</u> -*shrill, *shrink, *shrank	Sort 19: cr, cl, fr, gl, gr Sort 20: pr, tr, dr, br Sort 22: -at, -ot, -it Sort 23: -an, -un, -in Sort 24: -ad, -ed, -ab, -ob Sort 25: -ag, -eg, -ig, -og, -ug Sort 33: Short Vowel with Beginning Blends Word Journeys - List page 204 - Ref. 125, 126	This is your day to mop before you can play. They will not trick me!
17	were , her, stay, how, now	Initial S Blends sc, sp,sw, sm, sk, squ, sn, st (Use with previou s)	Unit 13c: Lesson 1 Beginning Consonant Blends sc, sp, sw, sm, sk, squ, sn, st were- Unit 16 Lesson 2	<u>sk</u> - skim, skip, skin, *skill <u>sc</u> -*scalp, scat, scab, scan <u>st</u> - stash, stop, step, *stiff, stem, stick, *still, *sting <u>sm</u> - smash, *smell, *small, smack <u>sp</u> -*speck, *spill, spot, spit, *spell, spin <u>sn</u> - snack, *sniff, snag, snip <u>sw</u> -*switch, *swell, swim, swam, *swing <u>squ</u> - squid, squish,squash	Sort 15: s, t, st Sort 16: sp, sk, sm Sort 17: sc, sn, sw Sort 22: -at, -ot, -it Sort 23: -an, -un, -in Sort 24: -ad, -ed, -ab, -ob Sort 25: -ag, -eg, -ig, -og, -ug Word Journeys - List page 204 - Ref. 125, 126 Sort 33: Short Vowel with	They were sad when she had to go. He can stay and play with her.

		chunks)			Beginning Blends	
18	all, small, well, still, will,	all/ell/ ill	Unit 9: -ss,-ll,-ff,-zz	fall, ball, call, wall, tall small , stall bell, tell, well, sell, yell smell , spell, shell will, fill, bill, hill, pill still , chill, grill	Sort 26: -ill, -ell, -all Word Journeys - List page 208 - Ref. 118 - 124	His small dog is not well. How did you get her to stay still?
19	off, miss, kiss, pass, class	-ss/ - ff	Unit 9: -ss,-ll,-ff,-zz * Unit 18: Lesson 2 Suffixes -s, -es	miss, kiss, bass, mass, pass off, puff, cuff, stuff, fluff	Sort 33: Short Vowel with Beginning Blends	Is the bug off of my leg? Did you pass me in the hall on the way to class?
20	good, most, than, into, each	ish/ ash/ ush	Unit 11: Lesson 4 sh *Unit 18: Lesson 2 Common Suffixes -s, -es	fish, wish, dish, swish ash, dash, rash, mash, stash , smash, crash mush, hush, rush blush , flush	Sort 35: Short Vowels a, e, i, o, u * Level B Sort 2: Digraphs ch, sh, wh, th Word Journeys - List page 208 - Ref. 125, 126	I am good at most jobs. I have more cash than each of you.
21	who , thank, pink, drink, house	ank/ink /unk/ onk	Unit 10: Lesson 1 -nk who- Unit 19: Lesson 2	tank, bank, sank, rank, yank , blank, thank sink, pink, rink, link , bunk, dunk, junk, sunk, stunk, honk	Sort 35: Short Vowels a, e, i, o, u Word Journeys - List page 208, 209 - Ref. 125, 126	Thank you for my drink. Who will stay at the pink house?
22	two, do , bring, thing, long	ing/ ang/ ung/ ong	Unit 10: Lesson 2 -ng *Unit 21: Lesson 3 Suffix -ing two, do- Unit Unit 17	gang, bang, hang, sang ring, king, wing, sing, long, thong bring , swing, thing	Sort 35: Short Vowels a, e, i, o, u Word Journeys - List page 208, 209	Do not slip when you step up on the long dock. I will bring two things.

			Lesson 2	sung, hung, brung	- Ref. 125, 126	
23	many, any, come, some first,	Final Blends -st/-sk/ -sp	Unit 17: Lesson 1 Final Consonant Blends -st, -sk, -sp, -nt, -nd, -mp many, any- Unit 17 Lesson 4 come, some- Unit 19 Lesson 4	gust , fast, list, dust, mist, cast, fist, rust, chest, best, pest, trust, crust, frost , lost desk, mask, tusk, risk, dusk, ask, task, gasp, crisp, grasp	Sort 34: Short Vowel with Final Blends Word Journeys - List page 209 - Ref. 125, 126 Word Journeys - List page 209 - Ref. 125, 126	Can I come and see you first? How many pets do you have?
24	very, once , want, kind, find,	Final Blends -nt/ -nd/ -mp	Unit 17: Lesson 1 Final Consonant Blends -st, -sk, -sp, -nt, -nd, -mp very, once- Unit 20 Lesson 2	and, send, hand, bland , band, bend, grand, blend, land went, hunt, hint, dent, bent, plant, print, sent, slant , jump, camp, pump, stamp , pump, stump, dump, clamp, stomp	Sort 34: Short Vowel with Final Blends Word Journeys - List page 209 - Ref. 125, 126	I once met a very kind girl. The band played and I sang.
25	name, made, make, came, take	a-e ate/ake e/ape * do not use -are/ -ale	Unit 21: Magic Final E	late, rate, date, gate, mate state , crate, plate take, fake, cake, rake, lake snake , shake, flake	Sort 36: Long Vowels a, i * Level B Sort 3: Short and Long a * Level B Sort 9: Final /k/ Sound Spelled -ck, -ke, -k * Level B Sort 10: Short a (CVC) and Long a (CVCe and CVVC) Word Journeys - List page 213 - Ref. 129 - 131	What is your name? Mom came to take me to my house.
26	like, ride, fine, mine, time	i-e ike/ ite	Unit 21: Magic Final E	like, bike, hike, pike, Mike spike , strike	Sort 36: Long Vowels a, i * Level B Sort 4: Short and Long i * Level B Sort 9: Final /k/	I am good most of the time. I like to ride my bike.

					Sound Spelled -ck, -ke, -k * Level B Sort 19: Short i (CVC) and Long i (CVCe, VCC-igh, and Open Syllable-y) Word Journeys - List page 213 - Ref. 129 - 131	
27	whose, from, home, over, those,	o-e	Unit 21: Magic Final E whose- Unit 20 Lesson 2 from- Unit 21 Lesson 2	spoke , joke, poke, woke, smoke	Sort 37: Long Vowels e, o, u * Level B Sort 5: Short and Long o * Level B Sort 9: Final /k/ Sound Spelled -ck, -ke, -k * Level B Sort 11: Short o (CVC) and Long o (CVCe and CVVC) Word Journeys - List page 213 - Ref. 129 - 131	Should I go over to your home or mine? Whose socks are those?
28	give, live, here, where, there	u-e	Unit 21: Magic Final E here, give, live- Unit 21 Lesson 2 where, there- Unit 23 Lesson 3	cute, tube, cube, duke	Sort 37: Long Vowels e, o, u * Level B Sort 6: Short and Long u * Level B Sort 12: Short u (CVC) and Long u (CVCe and CVVC) Word Journeys - List page 213 - Ref. 129 - 131	How long is it from here to there? Where do you live?
29	Review High Frequency Words	Review Long Vowels			* Level B Sort 7: Short and Long e * Level B Sort 8: Long Vowels a, e, i, o, u * Level B Sort 13: Short e (CVC) and Long e (CVVC)	I wish I could live where it is hot all the time. I have the very best first grade class!

					* Level B Sort 14: Short e (CVC and CVVC) and Long e (CVVC)	
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Word Study Highlights

- Word study units were organized to align with Project Read.
- Project Read Units with blends were moved after all short vowel chunks were taught.
- Project Read refers to phonetically irregular words as Red Words. First Grade will teach the Red Words from Volumes 1 and 2 and 2nd Grade will teach the Red Words from Volume 3. These words are in **bold print**.
- Red Words in Volume 3: where, there, whom, does, done, one, though, thought, great, other, eye, mother, father, brother, watch, again, against, friend, beautiful, been, blood, none, only, says, sure, lose, rough, tough, front, view, love, change, child, clothes, cousins, cover, courage, toward, enough, through, sugar, busy
- Contractions are in the 2nd Grade Common Core Standards (L.2.2c) Use an apostrophe to form contractions and frequently occurring possessives. They are Red Words in Volume 3: aren't, weren't, haven't, they'd, you'd, they'll, we're, they're, you're.
- 1st Grade Common Core Standard (RF.1.2d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) AIMSWEB assess this standard with Phoneme Segmentation.
- 1st Grade Common Core Standard (RF.1.2c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Our previous first grade word study only focused on one chunk. Many ESL students do not understand the chunk or jump to the end of the word first when trying to read. Other students would just memorize the chunk and write the chunk on all 5 lines of their assessment and then wait for the words. The understanding of the sounds in the chunk were not being transferred into the writing in the following weeks. We are now using two chunks to focus on having students segment the sounds for phonemic awareness and be able to write the word when segmenting for phonics. Students will be able to isolate the sounds easier when they have two chunks to use in the sorts.
- 1st Grade Common Core Standard (L.1.1c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). This standard is taught with Project Read Unit 18: Lesson 2 Suffixes -s, -es. It is included in the following Word Study Units: 10, 11, 19, 20.
- 1st Grade Common Core Standard (L.1.1e) 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). This standard is taught with Project Read Unit 20: Lesson 3 Suffix -ed. It is included in Word Study Unit 10. This standard is taught with Project Read Unit 21: Lesson 3 Suffix -ing. It is included in Word Study Unit 22. (ESL Students have a difficult time with past and present verbs. Present tense is easier for them to learn first, so present verbs are covered before past verbs (ex, see before saw). The exception is in Unit 2, "had" is taught before "has" to avoid phonetic confusion with the /z/ sound for "s" in "has". The /z/ sound for "s" is covered in Unit 4 with "is" and "his" and Unit 14 with "as" and "has".
- 1st Grade Common Core Standards: (L.1.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, (L.1.2a) Capitalize dates and names of people, (L.1.2b) Use end punctuation for sentences, (RF.1.1a) Recognize the distinguishing

features of a sentence (e.g., first word, capitalization, ending punctuation). These standards are taught with:

- Project Read Unit 3: Lesson 1 Telling Thought (Declarative Sentence). This is included in Word Study Unit 1.
- Project Read Unit 7: Lesson 4 Asking Thought (Interrogative Sentence). This is included in Word Study Unit 3.
- Project Read Unit 12: Lesson 3 Exclamatory Sentence. This is included in Word Study Unit 8
- Project Read Units in Volumes 1 and 2 that are not taught in first grade (ex. Unit 19: R-controlled Vowels) will be taught in 2nd Grade.
- Highlighted Words indicate the word is now a challenge word or it was previously a challenge word and is no longer one.

First Grade High Frequency Words

***Bold** Words are Red Words

(#) Word Study Unit

a (1)

am (1)

and (2)

at (1)

big (4)

can (2)

dad (2)

did (3)

had (2)

have (4)

him (3)

I (1)

if (3)
in (4)
it (3)
me (1)
the (2)
to (3)

Grade One High Frequency Words

Word	Unit	Word	Unit	Word	Unit	Word	Unit
a	1	her	17	pass	19	what	8
all	18	here	28	pink	21	when	10
am	1	him	3	play	15	where	28
and	2	his	4	put	10	which	10
any	23	home	27	quick	5	who	21
are	10	house	21	red	9	whose	27
as	14	how	17	ride	26	will	18
at	1	I	1	run	12	with	11
back	5	if	3	said	5	would	9
be	7	in	4	saw	9	you	8
before	16	into	20	see	7	your	16
big	4	is	4	she	13		
black	15	it	3	should	9		
boy	13	just	12	small	18		
bring	22	kind	24	so	14		
but	12	kiss	19	some	23		
by	5	like	26	stay	17		
came	25	live	28	still	18		
can	2	long	22	take	25		
class	19	look	13	ten	8		
come	23	made	25	than	20		
could	9	make	25	thank	21		
dad	2	many	23	that	11		
day	15	may	15	the	2		
did	3	me	1	them	11		
do	22	mine	26	then	11		
drink	21	miss	19	there	28		
each	20	mom	6	they	15		
find	24	more	16	thing	22		
fine	26	most	20	this	11		
first	23	much	12	those	27		
for	16	my	5	time	26		
from	27	name	25	to	3		
get	8	no	14	two	22		
girl	13	not	6	up	13		
give	28	now	17	us	12		
go	14	of	6	very	24		
good	20	off	19	want	24		
got	6	on	6	was	7		
had	2	once	24	we	7		
has	14	or	16	well	18		
have	4	out	10	went	8		
he	7	over	27	were	17		

Flemington-Raritan Regional Schools

Word Study Program

Philosophy

Students must be able to communicate effectively with others in oral and written forms. They must be independent learners who know word patterns and strategies to assist them with new and/or unknown words. Word study expands the students' receptive and expressive vocabularies. Students' knowledge of words transfers to reading to enhance their comprehension of new texts and aids them in the pronunciation of new words.

Word study is truly that. Students study words and word families so that they can enhance their reading and writing. While correct spelling is a goal, it is not the only goal of the program. The primary goal of the program is to help students develop the strategies to become independent word solvers in their reading and writing. Therefore, the goal of each unit is not for students to memorize a list of words, but rather to learn a strategy that they can apply in their reading and writing as they encounter new words. High frequency words are also a part of the program. These words do not follow a regular pattern, but occur most frequently in reading and writing.

Word study occurs within the context of the language arts literacy block. Students have the opportunity to practice the strategies in their reading and writing. Assessment is designed to be as authentic as possible and includes teachers' observations of students as they work with words and how well students apply their knowledge of words in their own writing and reading.

Essential Questions

- What do students need to know and be able to do to become independent word solvers in their reading and writing?
- How will we know students can apply this information?
- How can we use word study to enhance students' reading and writing proficiency?
- What habits of mind do students need to develop in order to become independent word solvers in their reading and writing?
- What authentic assessments can be utilized to determine students' strengths and needs and guide instruction?

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Word Study Program

Program Structure

Students progress through stages of spelling and literacy development. Spelling stages include emergent, letter name, within word, syllable juncture, and derivational constancy. (Ganske 2000) The Flemington-Raritan Regional Schools Word Study Program is designed to complement and enhance students' literacy development and provides experiences, instruction, and activities that are appropriate to each stage of spelling development. The components of the program are core words that are exemplars of a pattern or rule, high frequency words, and personal words (see Word Study Components sheet for explanation). The program is aligned to the New Jersey Core Curriculum Content Standards for Language Arts Literacy, the Common Core Standards for Language Arts, and to the Flemington-Raritan Language Arts Curriculum.

Since not all students are at the same stage of development, the program has some inherent features to help teachers differentiate the instruction within each unit. Each unit includes challenge core words. The challenge words are words that are more sophisticated than the core words and are to be used with students who are proficient with the core words. The challenge core words utilize the same pattern as the unit words so that the students can participate in the word sorts and other activities in the classroom. Personal words are words students miss from previous tests, words they misspell in their writing, or words from content areas or themes. The personal words reflect the students' individual spelling needs and abilities.

Pacing of Instruction

Grades One and Two

One unit per week

Grades Three, Four and Five

One unit every two weeks

Grades Six-Eight

One unit every three weeks

*Since the middle school utilized the A/B block schedule, this comes to one unit every seven-eight class blocks.

The purpose for allowing additional time in grades three-eight is to provide teachers the opportunity to explore the patterns and skills with students more thoroughly. The bi-weekly structure allows teachers time to differentiate instruction using depth rather than breadth.

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Ways to Differentiate Instruction (All Grade Levels)

- Proficient spellers can be assigned the challenge words rather than the core words.
- Personal words can be used to differentiate the level of difficulty for all students.
- Less proficient spellers can be assigned fewer words or words from previous year's high frequency lists.
- Students can work on activities during their independent work time and/or in guided reading groups. Students can do differentiated activities with the same word list.
- Teachers can reinforce word patterns and skills in guided reading groups. Students can then practice skills and find examples in materials at their instructional level.
- Teachers can use any of the activities provided in centers in the classroom.
NOTE: Students should be able to do the activity independently before they can be successful in centers.
- Teachers can meet small groups during reading or writing workshop time. They can provide additional instruction, model a strategy, extend activities or word lists, or observe students as they do a word sort or other activity.

(Ganske, 2000)

Ways to Differentiate Word Sorts

- Teachers can increase the number of contrasts in the word sort to make them more challenging. Word sorts can have more categories in order to provide more challenge or fewer categories to make them accessible to all students.
- Teachers can make sorts easier or more difficult by the contrasts in sounds or patterns that are included in the sort. When including contrasts in sorts, teachers should begin with more obvious contrasts such as long vowel sounds and short vowel sounds and move to finer distinctions.
- The actual words that teachers choose for the word sort can increase or decrease the difficulty of the sort. Teachers can increase difficulty in the primary grades by adding words with blends or digraphs.
- Adding an "oddball" or exception column to the sort can increase the difficulty. Oddball words are words that may follow a particular spelling pattern, but do not have the same vowel sound as the other words in the unit or sort.

(Bear, Invernizzi, Templeton, & Johnston, 2008,

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Assessment

Assessments should be authentic and reflect students' ability to apply the principles of word study in their writing. Each unit contains dictation sentences as part of the assessment. Teachers also can analyze a sample of student writing to determine the total number of words spelled correctly, the patterns of errors, if students can spell high frequency words correctly, and to determine if they can apply spelling patterns to new words. (See assessment sheet for strategies.)

Word Study assessment is fully discussed in Chapter 2 of *Words Their Way* (2008).

Bear, D.R., M, Invernizzi, S. Templeton, & F. Johnston. (2008). *Words Their Way* 4th edition. Upper Saddle River, NJ: Pearson.

Ganske, K. (2000). *Word Journeys*. New York: The Guilford Press.

Integrating Word Study into All Curricula

Word study naturally integrates into all curriculum areas as students need to utilize patterns, roots and affixes to spell and define words. As students become more proficient at identifying and understanding how words work, they will be able to apply these skills to their reading and writing in all content areas.

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Word Study Program

Word Study Activities

Grades 1-2

1. Word Sorts

Word sorts can be done in several ways. You can record the word sort that your teacher did with you so that you have the key words and core words. You can record the word sorts that you do with your partner, small group, or individually. Be sure to tell how you sorted the words.

2. Word Hunts

You can record the words that you find in your reading or other places that match the unit that you are studying that week. You can also add these words to your word sort list by using a different color ink or pencil.

3. ABC Oder

Write your words in alphabetical order.

4. Reversed Words

Write your words in ABC order...backwards.

5. Rainbow Words

Use three different colors to write your words.

6. Cheer Your Words

Pretend you are a cheerleader and cheer out your words (and spell them too) to an adult.

7. Pyramid Words

Write your words adding one letter at a time. The result will be a pyramid shape of words.

Example: star

s
st
sta
star

8. Spelling City

Go to the website <http://spellingcity.com> and follow your teacher's directions.

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9. Disappearing Words

Write each word, then write it again and leave a letter out. Then write it again and leave 2 letters out. Complete until your word has disappeared.

Example: cowboy

Cowboy __owboy __wboy __boy ____oy ____y ____

10. Friendly Word

Write two words that share a letter so that they are touching.

Example:

m
cat
t

11. Air Words

Use your finger to write each word in the air. Have a partner do the same. See if you can figure out their word!

12. Making Words

You can record the words that you make from the making words activity you do with your teacher. Your teacher may ask you to sort these words for a particular characteristic such as the beginning letter or sound or the word family or chunk.

13. Draw and Label

You can draw a picture that relates to the words, letters, or sounds that you are studying. Label each picture with a word.

14. Change-a Letter

Take a word you are studying and make new words by changing the beginning or ending letter or chunk.

15. Write and Draw

You will choose some of your words to use in a sentence and draw pictures of words you do not use in sentences.

16. Rhyme Time

You will choose a word or two from your list and write all the words you can think of that rhyme with that word. You can also add any words that

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you find in your reading. You can check your words with your partner.
How many words do you and your partner have that are the same? Which words are different?

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Spelling City Letter

Dear Parents,

There is a wonderful site that allows students to practice their weekly spelling words in a fun and productive way. The website is safe, however, I do believe when children are on the Internet they should always be supervised by an adult. With that said, the website is called Spelling City (www.spellingcity.com). Below are the steps that you need to follow in order to locate our class spelling lists, if you choose to explore the site. Please understand that this is not a requirement, it is simply a fun site I wanted to share with you.

Steps:

1. Type in www.spellingcity.com into your url bar.
2. Click on the words at the top: Find a List. Click on Teacher.
3. Type Flemington Raritan1 (the numeral one) into the Enter Search Term box and press Search.
4. The name Flemington Raritan1 will appear. You need to click on that name.
5. Then, a list of word lists will appear. Click on the unit we are currently on (or any unit you and your child wish to review).
6. The list will appear on yellow notebook paper. They can choose to pick Test Me, Teach Me, or Play a Game.
 - a. Test Me asks the students to spell the words. This is a good way for the students to see how they are progressing with the words.
 - b. Teach Me spells the word to them, says the word, then uses it correctly in a sentence.
 - c. Play a Game will show them a list of games they can play using just the list of words they chose to work with at that time. Some games I suggest include: Word Find, Hang Mouse, Word Search, Unscramble and Alphabetize. Please feel free to explore the other games if you would like.

If you have any questions please feel free to drop me a line and I would be glad to help.

Thank you.

Happy Spelling!

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Word Study Program

September

Dear Parents/Caregivers:

We are about to begin the Flemington-Raritan Word Study Program in the classroom. The program incorporates phonics, word study, and spelling. Students will learn how words work, spelling and sound patterns for words, and how to spell the high frequency words that occur most often in print.

The program is designed to help students recognize patterns and relationships in words as well as learn to spell the high frequency words they encounter most often in their writing and reading. The program will help students develop strategies to become independent word solvers in their reading and writing. Students will be sorting words into categories, looking for words that fit a specific pattern, and learning to spell high frequency words.

Experience shows us that students who practice their words at home outperform those who do not. Your child will be bringing home words to learn each week with a list of activities you can do with him or her. Your child will bring home core words that represent the word family, pattern, or extension that is the focus of that unit, high frequency words, and personal words. The attached sheet provides you the definition of each kind of word and a suggested focus for your work with your child.

Please contact your child's teacher or me if you have any questions. Thank you for your support and we look forward to a successful school year.

Sincerely,



Carol A. Baker
Language Arts/Social Studies Supervisor

Attachment(s)

Word Sorts and Word Hunts

Two key activities for the word study program are word sorts and word hunts. Below is an explanation of each of these and ways you can support your child when he or she does the activity at home.

Word Sorts

Word sorts provide students with the opportunity to make decisions about the specific characteristics of a word. Students have their unit words written on cards and sort or place them into categories using a feature such as a pattern or sound. **Word sorts will be modeled in class before they are sent home. Students can practice sorting words into categories. They may use a category that the teacher has given them or sort words and tell why they grouped certain words together.**

*Note: Since word sorts are done in class, they may not always be sent home.

Some questions to ask your child:

- Why did you put this (these) word(s) in that category?
- What do you notice about the words in this category?
- Are there any other ways you can group the words? How would you do that? Be sure to have your child tell you why he or she grouped words in a particular category.

Word Hunts

Word hunts help students make the connection between reading and writing. The word hunt is an activity where students skim material **they have already read** to find words that fit a particular category or pattern. Children can use their independent novels, newspapers, magazines, labels, directions, signs, or any printed material to find words for the word hunt. Your child should write the words they find that fit the category. Do not be afraid to record exceptions to a rule. For example, if your child is looking for words that make the long “a” sound, he or she can record word such as “eight” and “weigh” even though they may not fit the spelling pattern for long “a” that is being examined in that unit. These words will be discussed in class and provide good connections for students.

Some questions to ask your child:

- What is the word that you found?
- What pattern or category does it go into? Why does it fit there?
- What do you notice about the word?