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First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

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Introduction

The intentional instruction you provide in foundational literacy skills within the context of a rich balanced literacy program will set students on a trajectory toward success in reading and writing. The purpose of this document is to give you the resources you need to teach first grade students the phonological awareness, phonics, fluency, and sight-word-recognition skills that will empower them to become confident, competent, and thoughtful readers and writers.

Why Word Study?

Before considering the organization of this document and the techniques herein, it's important to understand what it is intended to do and why it exists. First, should we teach phonics at all? For some, the very idea of phonics instruction evokes dry instruction in classrooms devoted to endless drill. For others, phonics instruction is the rigorous and research-based opposite of whole language classrooms. In reality, though, the evidence from the phonics-versus-whole-language debate is in, and it is clear that both phonics and authentic reading and writing experiences matter a great deal. We reach the greatest number of children with the greatest diversity of literacy backgrounds when we intentionally teach phonemic awareness and phonics – *and* when we provide rich, authentic opportunities to listen to read-alouds, to enjoy shared reading experiences, to enjoy effective and intentional instruction, to have guided practice opportunities with a teacher, to write, and to explore text independently. We call this model, in which children receive the foundational skills instruction they need, in which they cultivate a lifelong love of reading and writing, and in which they receive thoughtful instruction in reading comprehension, vocabulary, and writing, “Balanced Literacy.” The body of research supporting these elements of literacy instruction is robust and convincing ([National Reading Panel, 2000](#); [Common Core State Standards Initiative, 2012](#)).

Reading and Writing Development

In order to make the most of the materials in this document, you will need a basic understanding of the way most children learn to read and write. One building block is concepts of print. Concepts of print are key understandings necessary to reading and writing, which children normally learn by watching a proficient reader model them. They include the understandings that we read and write from left to right, that we proceed from the top line of a page through each line toward the bottom of the page sequentially, that groups of letters represent words, and even which side of a book is the front. Many of your students will come to you with concepts of print in place, while others will learn concepts of print when you model them during read-alouds, interactive writing, and shared reading experiences.

Phonological awareness is another critical building block of reading and writing. In order to learn phonics skills, a person typically begins by developing phonological and phonemic awareness skills. While some students will develop phonological awareness and phonics skills without explicit instruction, many will not ([Kilpatrick, 2015](#)). Phonological awareness is the ability to hear and manipulate sounds in words. Rhyming, clapping, and counting syllables in a word are examples of phonological awareness tasks. Phonemic awareness, a more advanced form of phonological awareness, is when students pay attention to phonemes, the smallest unit of sound in language. The /k/ sound in “cat” is an example. Hearing individual sounds within a word is an important skill for being able to decode (read) and encode (spell) words. Phonemic awareness is auditory, not written. For example, when you ask a child, “If you change the /m/ sound in ‘mat’ to a /k/ sound, what word do you have?” you are asking the child to

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perform a phonemic awareness task. If the child quickly responds, “cat,” you know he or she has identified that /m/ was the initial sound in the word ‘mat’ and has replaced it with the /k/ sound. Being able to identify and manipulate sounds orally sets the stage for students to develop phonics skills.

Phonics refers to decoding and encoding sounds with letters. When a child reads, “/k/, /ă/, /t/, cat,” she or he is using phonics skills to recognize the sounds that correspond to the letters “c,” “a,” and “t” and blend them together to make the word, “cat.” Students who have not yet developed phonemic awareness may not be successful in phonics, decoding, fluent reading, and spelling (Kilpatrick, 2015). Different languages include different phonemes, some of which are the same as in English, and some of which are not. Language learners may need particular attention when working with phonemes that do not exist in their home language. Professionals at your school and in the district’s language learning department will be able to provide further guidance in supporting language learners.

Where do “sight words” fit? Though phonics is the primary mode by which skilled readers read words, it can be helpful to teach students the most common words they will need in reading and writing by memory, especially when those words have irregular spellings. When you read the instructional routines for sight words, you’ll see that a word wall is suggested for your classroom. You can organize your word wall by the letters of the alphabet and add sight words as your students learn them. The word wall will be an important resource that first grade students can use when they write, and repeated practice with these common words will also help them with reading. As your students read and write across the course of the year, you may notice that they encounter irregularly spelled words not included in this guide. You may want to add some of these additional words to your instruction and word wall.

Reading fluency is the next building block in the structure of literacy development. Liben and Paige (2017) explain the importance of fluent reading: “It is important at the outset to make clear that fluent reading in itself does not guarantee comprehension. Disfluent reading, however, nearly always guarantees lack of comprehension, especially so with the more complex text called for by the Common Core State Standards. Thus, an effective foundational skills program is necessary but not sufficient for reading success.” Students develop reading fluency by building upon phonological awareness and phonics skills to develop the ability to read accurately, with appropriate rate, and with prosody (appropriate phrasing, intonation, and expression). This skill is developed through listening to and observing a more proficient reader, through repeated readings of the same text and through wide reading. One important way to build students’ fluency, solidify students’ phonics skills and help students learn to read independently is to provide many opportunities to read text that is connected to phonics patterns and sight words that have been studied.

Reading and writing skills are closely linked. The weekly lessons are designed for students to first practice new phonics skills by listening (phonemic awareness), then practice the skills by blending letters to decode a word. The skills are then applied to segmenting for spelling. Because children often learn to apply phonics skills to decode words before they are able to apply the same skills for spelling, you will note the following recommendation in the “Segmenting to Spelling” component of the weekly lessons starting in Week 5: “Provide scaffolds when there are multiple ways to spell a sound.” A scaffold might be, “Think about the vowel sound you are hearing and the rules we have learned about short and long vowels. This long vowel could be written with a “silent-e” or with a vowel team. Try both. Which looks right? Yes, it’s a silent-e word.”

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Implementing Word Study

Instruction in phonological awareness, phonics, and sight words can and should be fun, fast-paced, and brief. A first grade word study lesson generally should not exceed twenty minutes. The lessons in this document are designed with that in mind. This guide includes routines with sample instructional language to use during weekly lessons. If you have an effective and efficient routine to teach and practice the identified skill, feel free to make that substitution.

First grade students learning to read and write have many new skills and behaviors to learn, so you will find that the phonics skills taught in first grade are concrete, consistent, patterned, and predictable. We want to empower first graders to take thoughtful risks when decoding new and larger words, not to overwhelm them with rules and exceptions. Similarly, we want first graders to feel confident but not limited when writing. One goal is for students to use phonetic spelling that allows them to include rich vocabulary. Some skills have been moved from first to second grade in order to give more attention and time to key first grade skills. The design of this guide reflects developmentally appropriate practices, carefully sequenced content, and the expectations of the Common Core.

One additional – and essential – point regarding first grade word study is the need for differentiation. While whole-class word study is appropriate and important for first grade students, children’s levels of proficiency with phonics, phonological awareness, and sight words will vary a great deal. As a first grade teacher, your attention to differentiation in these areas will be important to many students’ continued growth and development in literacy. Students who do not develop the phonics and phonological awareness skills they need are at high risk for reading difficulties, disengagement and lack of academic growth. You will want to ensure that students receiving intervention in word study have the opportunity and support to apply what they have learned in genuine reading and writing.

Following the introduction, you will find a [scope and sequence](#) that lists the lessons and targeted skills for each week. After the scope and sequence, you will find a list of [instructional routines](#) that describe the techniques you will use when you teach the lessons. In addition to helping your students learn skills through formal lessons, you can also help students practice skills when you have a few extra moments during a transition. You might engage your students in a quick activity when waiting in line, while waiting for a specialist to arrive, or if you’ve finished an activity a couple of minutes early. For example, students could do an informal phonemic awareness activity: “Hold the word ‘cap’ in your head. Change the ‘/ă/’ sound to ‘/ē/.’ Whisper the new word to a neighbor. Yes, the new word is ‘keep.’” Or students could chant sight words with you, spell tricky words aloud, or clap syllables. As you note instructional needs, you may find yourself coming up with your own ideas for quick and fun skills practice during transitions.

Next, you will find [chants](#) to help students review letter names and associate those names with sounds. Following the chants are [a list of sight words](#), and finally, [weekly lessons](#). If this is your first time using this resource, the lessons may at first appear a little intimidating, as each lesson requires using several instructional routines. However, you’ll note that the format and routines from week to week are quite similar, which means that once you understand the format, lessons will take very little planning.

Each week, you will teach one new phonics pattern. New to this guide is the inclusion of an explanation for each phonics skill and its application in reading and writing within the weekly plan. This includes clear and intentional language that can you repeat multiple times during a lesson, both in modeling and in guided practice, which will help your students understand the skill and help promote retention and

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transfer. Language to support application and transfer of new skills in other components of balanced literacy is also included and begins with.... “When reading” or “When writing.” The language of the instructional routines (formerly called “how-to’s”) has been carefully crafted to make new routines (the “how”) and new phonics skills (“the what”) clearer to understand and practice.

Some of the phonological awareness tasks in this guide have changed from previous versions. Some literacy researchers strongly believe that more advanced phonological practice tasks like substituting phonemes – one example is to replace the /ō/ sound in “shop” with an /i/ sound to make the word “ship” – help readers learn to decode effectively and read fluently ([Kilpatrick, 2015](#)). This type of task is included in weekly lessons through Week 20. From Week 21 on, nonsense words are included in phonics tasks. Nonsense words support students in being able to read and spell multisyllabic words (individual syllables can often be “nonsense words” [e.g. hap-pi-ly or plen-ty].) In addition, nonsense words give the teacher an opportunity to check in on students’ use of phonics skills absent visual cues.

Where does this instruction fit in the Common Core State Standards? The four categories of foundational reading skills in the first grade standards are “Print Concepts,” “Phonological Awareness,” “Phonics and Word Recognition,” and “Fluency.” The developmentally sequenced activities in this document address all of the first grade foundational standards.

The instructional activities in this document will assist students in improving word recognition, resulting in increased fluency in reading and writing. Application of the targeted skills during read-alouds, shared reading, guided reading, and independent reading and writing will reinforce and further strengthen this fluency.

In addition to the materials in this guide, you can use the Lexia Core5 adaptive computer program to help your students develop the phonics skills they need. All first grade students have licenses, and can access Lexia through any of the devices at school or from home. Lexia should be used to supplement the phonics learning students are doing in your classroom, not to replace teacher-led instruction. It will be most powerful when it is paired with your own instruction, assessment, and judgment. Please refer to the [overview document](#) available on Google Drive for further support.

Transfer to Independence

Finally, one critical purpose of practicing phonological skills, phonics skills, and sight words is transfer to independent reading, and ultimately to reading text fluently with enjoyment and comprehension. Another critical purpose is application into independent writing, and ultimately to writing effective argumentative, informative and narrative pieces with proficiency, confidence and passion. For many children, this will not happen by itself.

The connected text in this guide, as well as the practice identifying target patterns and reading words, will begin this process. Your formative assessment will be critical in determining whether students are transferring their learning to independence. One recommended formative assessment routine in this document (Routine 33) requires students to write words and sentences that contain previously taught phonics patterns and sight words. This routine will provide a window into their development of writing skills, which are closely linked to reading. In interpreting your formative assessment results, remember that most students develop the ability to decode particular phonics patterns before they develop the ability to write the same patterns. When reviewing formative assessment, pay attention to errors students make. Take note of words spelled correctly and words spelled phonetically versus words

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spelled without regard to phonics patterns learned. Although the ultimate goal is correct spelling, be aware there may be multiple ways a word could be written using phonics rules learned. Please keep in mind, formative assessment is not intended to be graded. The purpose of formative assessment is to inform instructional decision-making.

The “Identifying Patterns and Reading Words” routine (Routine 31) will provide useful formative assessment information about decoding. In this routine, students identify patterns and read words. Your careful listening to students’ reading and attention to the patterns students circle will help you assess whether students are internalizing new patterns for decoding. You can address some of the needs identified through formative assessment by revisiting skills in guided reading.

Many units and lessons in the Units of Study for reading and writing will help your students transfer skills to independence. You will also want to remind students to use word study skills in other structures of balanced literacy – conferences, small groups, shared reading, guided reading, independent reading, independent writing, and interactive writing, to name a few – and in reading and writing activities in other content areas.

Conclusion

Current research reveals the importance of a systematic, sequential, intentional program of phonemic awareness, phonics, and fluency instruction as a critical foundation for a student’s success in reading and writing. The researchers and educators leading the conversation in the field have made clear instructional recommendations. The following is a list of their recommendations which have been included in the creation and revisions of Highline’s Intermediate Word Study Differentiation Guide.

- Explicit phonics instruction with an intentional scope and sequence is a must. The scope and sequence in this document has been carefully constructed to align with the Common Core State Standards and with the research on stages of literacy development.
- It is important that teachers use intentional language to explain phonics patterns and help students transfer their learning to independent reading and writing. Sample instructional language describing the visual pattern and the associated phonic sound is provided in the gray box in each lesson.
- Attending closely to patterns and interacting with words helps students transfer their learning. Students do this work in the “Identifying Patterns and Reading Words” routine.
- Phonemic awareness activities are most powerful when connected to targeted phonics patterns. Phonemic awareness skills (such as segmenting, blending and manipulation) in this guide reinforce phonics patterns being taught and practiced.
- Reading text that includes target phonics patterns helps students transfer their learning to independent reading and writing. Also, repeated oral readings of a text build fluency. The weekly connected text in this guide provides daily practice reading passages with the focus phonics patterns and previously taught sight words, helping students transfer newly learned skills to independence and build fluency.
- Formative assessment is critical to ensure that students receive the instruction they need. This guide has many opportunities for formative assessment (see Routine 35, especially), providing teachers with current information about a student’s ability to apply phonics for decoding and spelling and enabling teachers to match instruction to a student’s needs.

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An effective balanced literacy program attends to students' need for explicit instruction in phonemic awareness, phonics and fluency. It also addresses students' need for rich authentic experiences with text, comprehension instruction, exposure to high-level vocabulary, and writing instruction. Your efforts in phonics instruction within the context of a robust balanced literacy program will help students become fluent readers and writers.

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First Grade Word Study Scope and Sequence

Month	Weeks	Skill	Sight Words	Word Families
Sept.	1	Short vowels review: a, o, u	Review K sight words	_am, _at
	2	Short vowels review: i, e	Review K sight words	_ap, _ip
	3	Short vowels review	first, away, help	_um, _ed
	4	Initial and Final blends	play, word, great	_im, _it
Oct.	5	Initial and Final digraphs	other, than, each	_ack, _ick
	6	Long a, i: final -e	all, there, out	_ake, _ine
	7	Long o, u, e: final -e	be, am, work	_one, _ue
	8	Review long vowels: final -e	Review	_ide and _ane
Nov.	9	Soft c: ce, ci	will, yes, small	_ace and _ice
	10	Soft g: ge, gi	now, friend, animal	_ate, _ish
	11	Long a vowel teams: ai, ay	into, good, more	_ay, _ick
Dec.	12	Long e vowel teams: ea, ee	want, too, pretty	_eek, _ane
	13	Long o vowel teams: oa, oe	saw, well, one	_oat, _ue
	14	Review long vowel teams	Review	_eat, _ide
	15	Long vowel i: -y and -igh	eat, who, new	_ight, _ate
Jan.	16	r-controlled vowels: ar, or	must, soon, our	_ar, _one
	17	r-controlled vowels: ur, ir, er	say, under, child	_art, _ish
	18	Review r-controlled vowels	please, his, children	_orn, _ake
	19	Doubled final consonants: f, l, s, z	her, some, why	_ell, _ace
Feb.	20	Trigraphs: -tch, -dge	Review	_itch, _eek
	21	Inflectional endings: -s, -es	could, when, these	_eep, _ice
Mar.	22	Inflectional endings: -ed	ask, over, should	_ain, _eep
	23	Inflectional endings: -ing	from, any, thing	_ose, _ay
	24	Compound words	how, know, put	_all, _eat
	25	Two-syllable words with -ing	every, old, which	_alk, _oat
	26	Two-syllable words with twin consonants	Review	_ank, _ink
Apr.	27	Two-syllable words with two consonants	after, think, two	_ook, _old
	28	Long vowel e: -y in two syllable words with twin consonants	going, walk, again	_ow (row), _each
	29	Contractions: am, will, is	may, fly, would	_ow (cow), _ing
May	30	Contractions: not, have, are	round, give, once	_out, _ail
	31	Review	open, has, live	_oi, _ang
	32	Review	Review	_ew, _aw
June	33	Review	Review	_oy, _ook

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Instructional Routines

Phonemic Awareness Routines
<p>Routine 1: Blending Sounds in a Word</p> <p>Teacher models and provides guided practice blending the individual phonemes of words (accompanied by visuals such as a chain of 3-4 different-colored unifix cubes or post-it notes). Teacher holds the cube train as not to obstruct view. Teacher says:</p> <p>“We’re now going to practice listening to 3 (4) sounds and blending the sounds together to make a word. This will help you get ready to read unfamiliar words. Watch and listen as I show you what I am doing. I’m going to listen carefully to each sound. I’m then going to say the sounds to myself, blending them together to make a word. My turn...” (Teacher taps one cube as he/she says each sound from left to right from student perspective.) “/c/ /a/ /t/. After saying the sounds, teacher slides her/his finger along the top of the cubes and says, “Word?” Teacher responds, “The word is ‘cat’. Now, it’s your turn.” Teacher taps each cube and says “/c/”. After saying all the sounds in the word ‘cat’, the teacher says, “Word?” Students should respond, “cat”. Teacher provides guided practice with preplanned words. (Refer to words on the weekly plan.)</p>
<p>Routine 2: Segmenting Sounds in a Word</p> <p>Teacher models and provides guided instructional practice segmenting the individual phonemes of words. Teacher says (accompanied by hand motions using fist and fingers as described below):</p> <p>“We’re now going to practice listening for each sound in a word. This is a strategy writers use when they want to spell a word. Watch and listen as I show you. As I say a word, I am going to listen for each sound in the word. I’m then going to put one finger up as I say each sound in the word. This will help you know how to spell words.” Teacher says, “My turn.” Teacher makes a fist, with fisted fingers facing him/herself while saying a word i.e. “pig” (Make sure your modeling of each sound goes from left to right from the learner’s perspective.) Teacher puts up the pointer finger (the second finger) and says “/p/”. Teacher puts up the middle and says “/i/”. Teacher puts up the ring finger and says “/g/”. Teacher then says the whole word – “pig”, while pulling fingers together into a fist facing him/her. Teacher then says, “Your turn.” (Have children use their left fisted hand facing them to finger spell each sound unless they are left handed and then they use their right hand.) “Now, say the word and put up one finger at a time for every sound you hear.” With a closed fist facing them, students say the word. Students say each sound in the word and hold up one finger at a time to represent each sound being said. When each sound of the word has been said, students repeat the word with a closed fist facing them. Teacher provides guided practice with preplanned words. (Refer to words on the weekly plan.)</p>
<p>Routine 3: Deleting Sounds</p> <p>Teacher models and provides guided practice deleting a sound from a word saying:</p> <p>“Words are made up of different sounds. We’re going to listen really carefully to a word so we are able to take away a sound from a word and say the remaining part of the word. This practice will help you in decoding and spelling words.” Teacher models by saying, “My turn. I’m going to say ‘sat’ (say the word slowly) without the /s/. Sat without /s/ is /at/. I’ll do another example. I’m going to say ‘mad’ (say the word slowly) without the sound /d/. Mad without the /d/ is /ma/.” Teacher provides guided practice with preplanned words. (Refer to words on the weekly plan.)</p>
<p>Routine 4: Adding Sounds</p> <p>Teacher models and provides guided practice adding a sound to a word by saying:</p> <p>“Words are made up of different sounds. We’re going to practice adding a sound to a word. We’re going to blend the new sound with the rest of the word to make a new word. This practice will help you in decoding and spelling words.” Teacher models by saying, “My turn. I’m going to add /h/ to ‘at’. The new word is ‘hat’. I’ll do another example. I’m going to add /t/ to the end of the word ‘ten’. The new word is ‘tent’.” Teacher provides guided practice with preplanned words. (Refer to words on the weekly plan.)</p>
<p>Routine 5: Substituting Sounds</p> <p>Teacher models and provides guided practice substituting a sound in a word to make a new word saying:</p> <p>“Words are made up of different sounds. We’re going to listen really carefully to a word so we are able to replace a sound in a word and say a new word. This practice will help you in decoding and spelling words.” Teacher models by saying, “My turn. I’m going to replace the /sh/ in the word ‘ship’ (say the word slowly) with the sound /ch/. When I change the /sh/ in ‘ship’ to /ch/, the new word is ‘chip’. I’ll do another example. I’m going to replace the /st/ in the word ‘must’ (say the word slowly) with the sound /d/. When I change the /st/ in ‘must’ to /d/, the new word is ‘mud’.” Teacher provides guided practice with preplanned words. (Refer to words on the weekly plan.)</p>
<p>Routine 6: Listening for Initial/Medial/Final Sounds</p> <p>Teacher models and provides guided practice identifying the position of a consonant sound.</p> <p>Teacher intentionally chooses the focus letter/sound. (If desired, the teacher could display the letter(s) which represent the</p>

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sound.) Teacher says a word which contains the targeted sound. Students indicate the position of the sound within the word (initial, medial or final placement) using a pre-taught signal. Teacher says:
 "I will say a word. As I say the word, your job is to listen for the sound ____ and identify where you hear that sound. If the word I say begins with ____, show me the signal _____. If the word I say contains the sound ____ in the middle, show me the signal _____. If the word I say ends with ____, show me the signal _____." Teacher models 1-2 examples words, then lets student respond to several preplanned words. (Refer to words on the weekly plan.)

Recognizing Letter and Sound Routines

Routine 7: Letter/Sound Chart/Cards

Teacher models and provides guided practice naming letters and sounds. Teacher says:

"Now, we're going to practice the letters of the alphabet. Use your finger to touch each letter as we say the name of each letter, the name of the picture which begins with that sound and the sound the letter makes. Today we will read the letters in alphabetical order, starting with the letter A. Put your finger under the upper-case A. Ready, let's begin. A – a – apple - /a/. B – b – ball - /b/..." (Continues through the rest of the alphabet. Once students are familiar with the letters/sounds, vary the sequence of the letters [e.g. vertically, bottom-to-top, etc.]

Routine 8: Reviewing Letters/Sounds with the Chants

Teacher models and provides guided practice using the alphabet chants. Teacher chooses a letter and displays the letter and/or chant. Teacher says:

"Remember, this is the letter ____ and the sound for this letter is _____. As we read/say this chant, look at the letter _____. Listen for the sound of that letter. When you hear the sound, show me the hand signal _____." Teacher and students chorally recite the corresponding chant.

Routine 9: Reviewing Letters/Sounds with Picture Cards

Teacher models and provides guided practice using picture cards with targeted sounds. Teacher displays the picture card (and identifies what it is). Students chorally identify the initial sound and the corresponding letter. Teacher says:

"As I show you a picture and say the word, you will think about the sound you hear. When I say, 'initial sound,' you will tell me the first sound you hear in the word. Next, when I say 'first letter,' you will say the letter which makes that initial sound. Teacher models the routine with one or two examples and then guides students in the routine with several picture cards targeting recently taught/reviewed letters.

Phonics Routines

Routine 10: Word Family Introduction

Teacher systematically introduces key word families to help students build fluency. Teacher writes key word from the word family on the board, and could sketch/display a large picture of that word. Teacher says:

"Words that have the same letters and sounds at the end are called a word family." Teacher underlines the rime of the word family, and leads students in blending the rime. "Today we're studying the word family _____. Let's read the first word in this family by blending the initial sound with the _____ rime/chunk/word family." Students and teachers blend the initial sound and rime. Now, I will say words which rhyme with _____. Repeat them after me." Teacher orally states words from the list of preplanned words in the word family, having students echo the words (phonemic awareness). "Now, let's look at the first word again. You can change the first letter and sound to make another word in this word family." Teacher changes the first letter to make a new word from the word family. Teacher and students read the new word. Students and teacher then generate additional real words in the word family. If students generate nonsense words, acknowledge the word as "fitting the pattern" of the word family, but record the word elsewhere.

Routine 11: Sorting Words by Sounds/Patterns/Word Families (Letters, Blends, Digraphs, Vowels, Word Families)

Teacher intentionally chooses 2-3 sounds/patterns to review. Teacher creates columns with the letter(s) for the sounds/patterns/word family at the top of each column. Teacher gathers 4-5 pictures of words which contain each targeted sound/pattern/word family. Teacher shows picture cards one at a time and says the name of the picture. Teacher says: "Now it is your turn. As you say the name of the picture, tell yourself which of these sounds/patterns/word family rimes you hear. Does this picture contain the letters for the sound/pattern/word family ____, ____ or ____? Be ready to point to the correct column." Students repeat the name of the picture and point to the correct column when signaled. (All students should point at the same time.) Teacher places picture under appropriate column. (Refer to words used throughout all components on the weekly plan. Feel free to substitute with other words fitting the skill.) (Please Note: This routine could also be used by orally stating the word and then writing the word under the correct column.)

Routine 12: Writing Words by Sounds/Patterns/Word Families

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Teacher intentionally chooses a word family(ies) to practice and preplans word list. (Refer to words used throughout all components on the weekly plan and/or feel free to create a list of words fitting the skill.)

(Please note: Each child should have a white board, marker and eraser for this section.)

Teacher writes the letters for a sound/pattern/word family on the board. Teacher has students copy the letter(s) for the sound/pattern/word family rime onto their boards. Teacher and students chorally read the sound/pattern/word family. Teacher says, "Remembering the letter(s) used to represent a sound/pattern/word family rime will help you spell many other words. Let me show you what I mean. If I wanted to spell the word _____. I would add a ____ to the letters ____." Teacher models adding the appropriate letter(s) to the targeted sound/pattern/word family. "Now I am going to read the word to make sure I wrote _____. Now it's your turn." Teacher dictates a word (or shows a picture) and tells students to use the sound/pattern/word family and write the word. Teacher waits and then writes the correct letter(s) in front of the letters for the sound/pattern/word family for students to use, if needed, as a model. Teacher says, "Now we are going to read the word to make sure it says _____. Teacher reads the word with the students. (This routine could be adapted to review initial and/or medial sounds. "Remembering the letter(s) _____ makes the sound _____, spell the word _____.")

Routine 13: Reviewing Short Vowel Sounds

Teacher models and provides guided practice connecting letter names and sounds. Teacher says:

"Today, we will be reviewing the letter _____. (Teacher points to the sound/spelling card.)"

"Remember, we learned vowels are special because they can make at least two sounds – a short sound and a long sound.

Today we are working with words that have the short sound of _____. Usually, if a word has only one vowel, that vowel makes the short sound. The vowel _____ makes the short sound _____. Let me hear you make the short sound _____. I want you to notice how it feels in your mouth when you make the short vowel sound _____. (Teacher explains how sound is produced.) I'm going to share a chant with you to help you remember the short sound of _____. As I read the chant, I want you to focus on listening for the short sound of _____. Whenever you hear it, I want you to do this hand signal (chant hand signal) and say the sound with me." (Teacher reads chant, with students chiming in at chorus and with hand signal). "Many words contain with this letter." Teacher displays three pictures with the targeted short vowel sound as the initial sound. The word should be written under the visual with the letter for the short sound underlined. Teacher may also follow this routine using words with targeted short vowel sound in the medial position. (Please Note: The sound the long vowel makes will be introduced/practiced through a different routine.)

Routine 14: Blending Sounds to Decode

Teacher models and provides guided practice blending sounds together to decode a word. Teacher writes a word on the board (please note: teacher is the only one writing for this section), points to each letter and says:

"We're now going to practice saying the sounds in a word. We will then blend the sounds together to read the word. This is a strategy readers use to read unfamiliar words. Watch and listen as I show you what I am doing." Teacher points to the first consonant and says, "Sound?" Teacher says the sound. Teacher then points to the vowel and says "Sound?" Teacher says the sound. Teacher then says, "Blend." Teacher blends the consonant and vowel sounds together. Teacher repeats this process until all of the sounds and blending of the sounds in the word have been completed. Teacher sweeps finger underneath the word and says, "Word." Teacher then reads the complete word. Teacher provides guided practice with several more preplanned words. (Refer to words on the weekly plan.)

Once students are comfortable with sound-by-sound blending, they are ready for whole-word blending. Teacher writes the whole word to be blended. Children blend the sounds as teacher points to them. Children then say the whole word. To build more fluent reading, when all the words have been blended, the teacher may point to words randomly and ask students to chorally read the words.

Routine 15: Segmenting and Spelling Words/Dictation

Teacher models and provides guided practice stretching words to encode/spell words. Please note: Each child should have a white board, marker and eraser for this section. Teacher begins by modeling the routine:

"Now, we're going to practice spelling words. We do this by listening carefully to the sounds in words. Watch and listen as I show you how I do this. I first segment the word into each sound. As I say a word, I am going to listening really carefully for each sound. 'Pig' – (Teacher puts up one finger and says...) /p/. (Teacher puts up a second finger and says...) /i/. (Teacher puts up another finger and says...) /g/. This time as I say each sound I am going to think of the letter that makes that sound and write that letter on my white board. The word is 'pig.' The first sound is /p/. I'm going to write the letter that makes that sound – a 'p.' The word is 'pig.' Now, I'm going to say the next sound, /p/–/i/. I'm going to write the letter that makes that sound – an 'i.' The word is – 'pig.' Now, I'm going to say the last sound /p/–/i/–/g/. I'm going to write the letter that makes that sound – a 'g.'. Lastly, I'm going to read the word I wrote. I do this by blending the sound of each letter together to make a whole word." Teacher provides guided practice using the preplanned words on the weekly plan by orally segmenting the word and then segmenting

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and spelling each sound in the word. Teacher segments and writes the letter of each sound along with the students.

Routine 16: Manipulating Sounds and Letters in Words - Word Ladder

Teacher provides and writes a word on the board. (Refer to the words on the weekly lesson plan.) Teacher says: "We have learned a lot about words. You can use what you know about words to write (or read) new words by changing, adding, or removing one, two, or three letters to make a new word. Let's practice writing words to form a word ladder. On your paper, write the first word, *ship*, just as I did on the board. You will write the next word underneath the word *ship*." (Words will be written underneath each other like a ladder.) "If you know how to spell *ship*, then you know how to spell the next word, *shop*. Change only one letter in the word *ship* to make the new word *shop*. Decide what letter needs to change. Tell yourself if you will change the beginning, middle, or end part of the word. When you're done, hold your pen (marker) up." When students are ready, ask, "How do you spell *shop*?" Students chorally spell *shop*. Teacher writes *shop* on the board and reminds students to check their work. What's the one letter you changed?" Repeat for the rest of the words.

Examples:

ship	cap
shop (change one letter)	cape (add one letter)
stop (change one letter)	cave (change one letter)
step (change one letter)	grave (change one letter for two letters)
steep (add one letter)	gave (change two letters for one letter)

Routine 17: Introduction to Blends

Teacher models and provides guided practice connecting spellings to sounds. Teacher says:

"A consonant blend is a combination of 2-3 consonants which are commonly placed together without being separated by a vowel. The letters in a blend work together to make one sound, but each of the sounds of the individual letters can still be heard. The sounds in a blend are pronounced together quickly. Today, we will be learning about the consonant blend ____ (e.g. /bl/, /tr/, /rst/, /mp/). Let me hear you make the sound _____. I want you to notice how it feels in your mouth when you make the sound _____. (Teacher explains how the sound is produced.) Notice how you hear each individual sound, but the sounds are blended together quickly."

"We spell the sound of the blend ____ like this: _____."

"Here are examples of words which have this sound." (Teacher displays three pictures with the targeted blend. The word should be written under the visual with the blend underlined.)

Routine 18: Introduction to Digraphs (may be adapted for r-controlled vowels)

Teacher models and provides guided practice connecting spellings to sounds. Teacher says:

"Today, we will be learning about the sound ____ (e.g. /ch/, /th/, /wh/, /sh/). Let me hear you make the sound _____. I want you to notice how it feels in your mouth when you make the sound _____. (Teacher explains how sound is produced)."

"This sound is special, because we have to use more than one letter to spell it. We spell the sound ____ like this: _____."

"Here are examples of words that have this sound." (Teacher displays three pictures with the targeted digraph. The word should be written under the visual with the digraph underlined.) (This routine may also be adapted for r-controlled vowels.)

Routine 19: Introduction to Long Vowels (silent e)

Teacher models and provides guided practice connecting spellings to sounds. Teacher says:

"You have learned one sound for the vowel _____. The vowels are special because each vowel can make at least two different sounds. You have already learned the short vowel sound of _____, as in the word _____. Today, we will be learning about the long vowel sound of _____. The long vowel sound of _____ is _____, as in the word _____. An _____ makes a long vowel sound (says its name) when there is an "e" at the end of the word. The "e" is silent- it doesn't make a sound, BUT it makes the other vowel say its name. Let me show you what I mean. (Teacher writes a silent "e" long vowel word and circles the 1st vowel, draws a line through the "e" while saying, "Notice the vowel _____ and also notice the "e" at the end of the word. The "e" is silent- it doesn't make a sound, BUT it makes the other vowel say its name. Let me show you." Teacher models blending the sounds of the consonant, long vowel sound, and consonant together.)

"Let's try some together." Teacher writes a silent "e" long vowel word on the board and engages students in chorally identifying the first vowel. Teacher draws a circle around the vowel. Teacher engages students in pointing to the silent "e" at the end of the word as he/she draws a line through the "e." Teacher guides students in decoding the word. Teacher then provides guided practice with preplanned words. (Refer to words used throughout all components on the weekly plan. Feel free to substitute with other words fitting the skill.) (This routine may be adapted to introduce regular vowel teams, using the phonics rule provided in the weekly plan.)

Routine 20: Practicing-Blending Long Vowels (silent e)

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Teacher models and provides guided practice blending sounds together to decode a word. Please note: teacher is the only one writing for this section. Teacher writes a silent “e” long vowel word and circles the first vowel, draws a line through the “e” while saying:

“We’re now going to practice saying the sounds of consonants and vowels. We will then blend the sounds together to read the word. This is a strategy readers use to read unfamiliar words. Watch and listen as I show you what I am doing.” Teacher points to the first consonant and says, “Sound?” Teacher says the sound. Teacher then points to the first vowel circled and then points to the “e” with a line through it and says “The “e” is silent- it doesn’t make a sound, BUT it makes the other vowel say its name. Sound?” Teacher says the long vowel sound. Teacher then says, “Blend.” Teacher blends the consonant and long vowel sounds together. Teacher repeats this process until all of the sounds and blending of the sounds in the word have been completed. Teacher sweeps finger underneath the word and says, “Word.” Teacher then reads the complete word. Teacher provides guided practice with words on the weekly lesson plan. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute other words fitting the skill.) (Later in the year, when reading a sentence, teacher supports students blending the sounds in a word as needed.)

Routine 21: Practicing-Segmenting Long Vowels (silent e)

Teacher models and provides guided practice stretching words to encode/spell words. (Please note: Each child should have a white board, marker and eraser for this section.) Teacher says:

“Now, we’re going to practice spelling words. We do this by listening carefully to the sounds in words. Watch and listen as I show you how I do this. I first segment the word into each sound. As I say a word, I am going to listening really carefully for each sound. “lake” – (Teacher puts up one finger and says...) /l/. (Teacher puts up a second finger and says...) /a/. (Teacher puts up another finger and says...) /k/. This time as I say each sound I am going to think of the letter that makes that sound and write that letter on my white board. The word is – lake. The first sound is /l/. I’m going to write the letter that makes that sound – ‘l’. The word is – ‘lake.’ Now, I’m going to say the next sound /l--/a/. I hear the long vowel sound of ‘a.’ I know I can make the long vowel sound with the vowel and then a silent ‘e’ at the end of the word. I am going to write an ‘a,’ leave a space and then write a silent ‘e.’ The word is – ‘lake.’ Now, I’m going to say the last sound /l--/a--/k/. I’m going to write the letter that makes that sound – a ‘k’ in between the ‘a’ and the silent ‘e.’ I’m going to read the word I wrote. I do this by blending the sounds together.” Teacher provides guided practice orally segmenting the word and then segmenting and spelling each sound in the word. As students segment and write the letter for each sound, the teacher also writes the letter for each sound, providing support as needed. Teacher provides guided practice for more words, reducing the level of scaffolding as students demonstrate readiness to take on more of the work. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

Routine 22: Practicing-Blending Long Vowels (two vowels together)

Teacher models and provides guided practice blending sounds together to decode a word. Please note: the teacher is the only one writing. Teacher writes a word on the board, underlines the two vowels together, and says:

“We’re now going to practice saying the sounds of consonants and vowels. We will then blend the sounds together to read the word. This is a strategy readers use to read unfamiliar words. Watch and listen as I show you what I am doing.” Teacher points to the first consonant and says, “Sound?” Teacher says the sound. Teacher then points to the two vowels underlined and says “Two vowels together, the first one says its long sound, its name, and the second one is silent. (OR ‘When two vowels go walking, the first one does the talking.’) Sound?” Teacher says the sound. Teacher then says, “Blend.” Teacher blends the consonant and long vowel sounds together. Teacher repeats this process until all of the sounds and blending of the sounds in the word have been completed. Teacher sweeps finger underneath the word and says, “Word.” Teacher then reads the complete word. Teacher provides guided practice with several more preplanned words, gradually releasing the work to students as they demonstrate readiness. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.) (Later in the year, when reading a sentence, teacher supports students blending the sounds in a word as needed.)

Routine 23: Practicing-Segmenting Long Vowels (two vowels together)

Teacher models and provides guided practice stretching words to encode/spell words. Please note: each child should have a white board, marker, and eraser. Teacher says:

“Now, we’re going to practice spelling words. We do this by listening carefully to the sounds in words. Watch and listen as I show you how I do this. I first segment the word into each sound. As I say a word, I am going to listen really carefully for each sound. “feet” – (Teacher puts up one finger and says...) /f/. (Teacher puts up a second finger and says...) /e/. (Teacher puts up another finger and says...) /t/. This time as I say each sound I am going to think of the letter that makes that sound and write that letter on my white board. The word is – “feet.” The first sound is /f/. I’m going to write the letter that makes that sound: “f.” The word is “feet.” Now, I’m going to say the next sound /f--/e/. I hear the long vowel sound of “E.” I know I can make the long vowel sound with two vowels together. The first vowel says its long sound, its name, and the second vowel is silent. I am going to

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write an “e” and then another “e.” The word is “feet.” Now, I’m going to say the last sound: /f/--/E/--/t/. I’m going to write the letter that makes that sound, a ‘t’ after the “e.” I’m going to read the word I wrote. I do this by blending the sounds together.” Teacher provides guided practice orally segmenting the word and then segmenting and spelling each sound in the word. Teacher segments and writes the letter of each sound along with the students. Teacher provides guided practice with preplanned words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

Routine 24: Decoding compound words

Teacher writes a compound word on the board (e.g. ‘bookbag’). Teacher begins by modeling and says:

“There are times when we are reading there is a longer word which is really made up of two smaller words. These are called, ‘compound words.’ Compound words are words which are made up of two or more words put together to form a new word with a new meaning. When reading, if you come across a long word, look for smaller words within it to help you read the word. Let’s look at the word I just wrote on the board (e.g. ‘bookbag’). When I look at this longer word, I begin by looking to see if I can find smaller words inside of it. This will help me read the longer word. When I look at this word, I see a word I recognize - ‘book.’ As I look closer, I see another smaller word inside this longer word – ‘bag.’ Now I can read the whole word by putting the two smaller words together – ‘bookbag.’ I put my school supplies in my bookbag. Now, let’s try a few together...”

Teacher then provides guided practice reading compound words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

Routine 25: Spelling compound words

Teacher says a compound word (e.g. ‘cupcake’). Teacher begins by modeling and says:

“There are times when we are writing when we want to use a longer word which is really made up of two smaller words. These are called, ‘compound words.’ Compound words are made up of two or more words put together to form a new word with a new meaning. When writing, if you want to spell a long word which is a compound word, ask yourself if there are smaller words inside it. If so, spelling the smaller words and putting them together will help you spell the compound word. When I think about spelling a longer word, like ‘cupcake,’ I begin by listening to hear if there are smaller words inside of it. This will help me write the longer compound word. When I say the word ‘cupcake,’ I hear two smaller words – ‘cup’ and ‘cake.’ I can spell ‘cup’ by segmenting it - /c/-/u/-/p/. I will write the letter for each of those sounds – c-u-p.” Model spelling the word ‘cake’ in a similar manner. “By spelling the two smaller words, I spelled the compound word. Now, let’s try a few together...”

Teacher then provides guided practice spelling compound words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill. Be sure to use compound words which include spelling patterns which have been previously taught.)

Routine 26: Two-syllable words

Teacher engages children in listening to and separating words into separate syllables (word parts) prior to engaging students in dividing written words into syllables. Teacher models and provides guided practice. Teacher says:

“Now, we’re going to practice listening to words and clapping (stomping, jumping) each part of the word. Breaking words into syllables will help us read and write longer words. Listen carefully as I say the word “happy”. Now, say it with me slowly and listen carefully to hear the parts – the syllables - in the word.” Teacher guides learners. “This time as we say it we’re going to clap out each part as we say it.” Teacher guides learners. “Here’s the next word – ‘funny’. Let’s say it slowly and then let’s say it and clap the parts.” Teacher guides learners. “Here’s the next word- ‘door.’ Let’s say it slowly and then let’s say it and clap the parts.” Teacher guides learners. Teacher provides guided practice with preplanned words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

Teacher then writes a two-syllable word on the board. Teacher states the rule for dividing the word into syllables for decoding. “When reading, we often come across long words which we do not know how to decode. Let me show you how we can divide those long words into syllables, smaller chunks. By dividing the word into syllables, we can more easily decode the whole word. Let me show you what I mean.” (See specific language for the targeted syllabication rule in weekly lesson.) “Remember this rule, ____ (e.g. If a word has twin consonants, divide the word into syllables in between the twin letters.)” Teacher then shows how the word may be divided into syllables and how each syllable can be decoded. Teacher provides guided practice with preplanned words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

Routine 27: Blending Sentences

Blending sentences is the logical extension of blending words. Blending sentences helps students develop fluency, which is critical to comprehension. Teacher writes the sentence on the board/chart, underlining any high-frequency sight words. Sight words should not be blended but read as whole words. Teacher supports students in blending the remaining words as needed. Encourage students to reread sentences with phrasing and natural intonation.

Teacher begins by modeling the routine, saying:

“When reading a sentence, a reader fluently reads words to better understand the author’s message. A careful reader does not

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stop to sound out every word. If the reader knows the word, the reader says it without blending. The reader should blend the sounds in unknown words. Let me show you what I mean. Look at the sentence I wrote on the board. When I look at this sentence, I notice the sight words ____ and _____. I do not need to blend the sounds in those words, I can just read those words from memory. I then will blend the sounds in unknown words. After I know each word, I will reread the whole sentence so I am sure I understand what the author is telling me.” Teacher models with one sentence and then guides students in the preplanned sentence in the weekly lesson plan.

Routine 28: Segmenting Sentences

Segmenting sentences is the logical extension of spelling individual words. When dictating a sentence, teacher reads the whole sentence aloud first, then counts words in sentence, and dictates each word, using the Segmenting Words Routine for unknown words. Students should be encouraged to write sight words from memory or by referring to the word wall.

For example, for the sentence *Dad and Sam make lunches for the class*, the teacher states the entire sentence and says: “Say the sentence with me.” Teacher and students repeat the sentence. “Let’s count how many words are in this sentence.” Teacher and students count the number of words in the sentence. “Now, draw one line for each word you will write.” Teacher models as students write. “First word, ‘Dad.’ Remember, it’s the first word in a sentence, so remember what you need to do. If you are not sure how to spell ‘Dad’, say the word, segment the sounds and write the letter for each sound heard.” (Provide support as needed.) When students are ready, teacher says, “Dad and” and provides scaffolds as needed. When students are ready, teacher says, “Dad and Sam. Sam is a name of a person, it’s a proper noun. Don’t forget to do something special with the first letter in Sam.” When students are ready, teacher says, “Dad and Sam make. Listen closely to the vowel sound in the word ‘make.’ It is a long sound. Remind yourself what you need to do to write a word with a long vowel.” Teacher follows this procedure for each word in the sentence listed on the weekly lesson plan.

Routine 29: Blending Sounds to Decode/Blending Nonsense Words

Teacher models and provides guided practice blending sounds together to decode a nonsense word. Teacher writes a nonsense word on the board. Teacher tells students today’s words are not real words. Teacher says they are make-believe words. Please note: Teacher is the only one writing for this section. Teacher points to each letter (or letter combination e.g. digraphs, -ing, etc.) and says:

“We’re now going to practice saying the sounds of consonants and a vowel(s). We will then blend the sounds together to read the word. Remember today’s word is not a real word – it’s a make-believe word. Watch and listen as I show you what I am doing.” Teacher points to the first letter(s) and says, “Sound?” Teacher says the sound. Teacher then points to the vowel(s) and says “Sound?” Teacher says the sound. Teacher then says, “Blend.” Teacher blends the initial letter(s) and vowel sounds together. Teacher repeats this process until all of the sounds and blending of the sounds in the word have been completed. Teacher sweeps finger underneath the word and says, “Make-believe word?” Teacher then reads the complete word. Teacher provides guided practice with several more words listed on the weekly lesson plan.

Routine 30: Segmenting and Spelling Nonsense Words/Dictation

Teacher models and provides guided practice stretching nonsense words to encode/spell words. Teacher tells students today’s words are not real words. Teacher says they are make-believe words. Please note: Each child should have a white board, marker, and eraser for this section. Teacher says:

“Now, we’re going to practice spelling make-believe words. We do this by listening carefully to the sounds we hear. Watch and listen as I show you how I do this. I first segment the make-believe word into each sound. I am going to listen really carefully for each sound. “niv” – (Teacher puts up one finger and says...) “/n/”. (Teacher puts up a second finger and says...) “/i/”. (Teacher puts up another finger and says...) “/v/”. This time as I say each sound I am going to think of the letter that makes that sound and write that letter on my white board. The make-believe word is – “niv”. The first sound is /n/. I’m going to write the letter that makes that sound – an “n.” The make-believe word is – “niv.” Now, I’m going to say the next sound /n/--/i/. I’m going to write the letter that makes that sound – an “i.” The word is – “niv.” Now, I’m going to say the last sound /n/--/i/--/v/. I’m going to write the letter that makes that sound – a “v.” Lastly, I’m going to read the make-believe word I wrote. I do this by blending the sound of each letter together.” Teacher provides guided practice with preplanned nonsense words, with students segmenting and then writing the word, and teacher helping to check the spelling of the whole class by providing the correct spelling. Refer to nonsense words provided on weekly lesson plan.

Sight Words Routines

Routine 31: Introducing Sight Words

Teacher systematically introduces new sight words (high frequency words). Teacher displays the target word and tells students what the word says; students repeat. Teacher, then students, spell the sight word. Teacher uses the sight word in a sentence. Students create additional sentences using the sight word. Students write the sight word with a finger on the carpet. (Please note: Sight words could be sent home with suggestions for practice.)

Routine 32: Practicing Sight Words

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Teacher identifies sight words to intentionally review and chooses one of the following practice routines:

Body Spelling: Tall letters you reach up for the sky, belt line letter touch your waist, letters that go into the basement touch the ground.

Song spelling:

2 letter words: tune, If "You're Happy and You Know it"

If you want to spell is, say i – s

If you want to spell is, say i – s

It's as easy as can be

When you sing and spell with me

If you want to spell is, say i – s

3 letter words: tune, "Three Blind Mice"

T –h- e, t –h – e; that spells the, that spells the

t-h-e spells the, t-h-e spells the

t-h-e

4 letter words: tune, "Clementine" (O my darling...)

L-i-k-e, l-i-k-e, l-i-k-e spells like

L-i-k-e, l-i-k-e, l-i-k-e spells like

5 letter words: tune, BINGO

There was a word and it was where

And this is how you spell it

w-h-e-r-e, w-h-e-r-e, w-h-e-r-e

and the word is where

Read it, Spell it, Read it: say the word, say each letter (can clap/stomp/jump/etc. out the letters), say the word (teacher shows the word to the students)

The word is "the", the word is "the", t –h-e , the word is the

Word Wall Activities:

Read the word wall quickly.

Read the word wall quickly backwards from z to a. (All go at the same speed!)

Choose one letter and read all the words for that letter quickly.

Choose one letter and read all the words for that letter quickly, backwards from z-a.

Find the words with 2 letters, read it, say it, write it.

Find the words with 3 letters, read it, say it, write it.

Find the words with 4 letters, read it, say it, write it.

Take a picture of the word with your invisible camera and put it in your head.

Fluency, Transfer, and Formative Assessment Routines

Routine 33: Reading Decodable Text

Important note: you will need to print copies of the weekly decodable text and the "Identifying Patterns and Reading Words" worksheet for your students. You may decide to print these back-to-back. These instructional routines will require practicing procedures for passing out and collecting papers and for treating the papers well enough to use all week.

Teacher helps students to transfer decoding skills to independence and to build reading fluency by guiding them in decodable text. Teacher may choose to ask a few text-dependent questions during or after the reading to support students' understanding of the text and reinforce the point that comprehension is the purpose of fluency.

Day One: echo reading (children echo the teacher's reading in phrases or sentences)

Day Two: choral reading (the class reads aloud together)

Day Three: partner reading (one student reads as the other follows along, then they switch)

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Phonological Awareness, Phonics, Sight Words, and Fluency

Day Four: independent reading

Sometimes, the passage will include spelling patterns that are introduced later in the week. In such cases, echo reading, choral reading, and partner reading will help students decode these new words successfully.

Routine 34: Identifying Patterns and Reading Words

Important note: you will need to print copies of the decodable text and the “Identifying Patterns and Reading Words” worksheet for your students. You may decide to print these back-to-back. These instructional routines will require practicing procedures for getting pencils and a hard surface to write on, for passing out and collecting papers, and for treating the papers well enough to use all week.

Teacher provides practice attending to the target phonics pattern and reading/decoding words by having students do one line of the week’s decoding worksheet each day. The decoding worksheet follows the decodable text in each lesson. Highlighting is one option, and seeing the target pattern pop out in color may help students attend to the symbol and sound. However, circling the target pattern with a pencil will also work. Teacher says,

“Now, we’re going to circle the letters representing the sounds we have been learning. Then, we will say the sound and read each word. This will help us to remember the sounds letters make and read words containing these patterns in our own books.”

Please note: When a word may be unfamiliar to your students, quickly offer a short definition in order to grow students’ vocabulary.

Routine 35: Formative Assessment (Encoding)

Teacher reads words and sentences to students. Students spell the words and sentences with pencil and paper for teacher to collect as a formative assessment. Decoding (reading) and encoding (writing) skills develop at different rates – decoding skills develop more rapidly. Nevertheless, this assessment practice can give the teacher information about which students have internalized a new phonics skill. Teacher says,

“This activity will help you to practice the spelling patterns you have been learning and will help me to know how to support you. Write “1” for your first word. Your first word is...” (Teacher may choose to use the word in a sentence and might remind students to segment the word.)

When students write the sentence, teacher should repeat words and phrases enough times for students to write them down – this is an assessment of phonics skills, not of memory.

When reviewing formative assessment, pay attention to errors students make. Take note of words spelled correctly and words spelled phonetically versus words spelled without regard to phonics patterns learned. Although the ultimate goal is correct spelling, be aware there may be multiple ways a word could be written using phonics rules learned. Please keep in mind, formative assessment is not intended to be graded. The purpose of formative assessment is to inform instructional decision-making.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Exploring Sound Chants and Hand Signals

<p>Aa (hold imaginary apple in cupped hands) The sound is /a/ The letter is A Appetizing apple /a/ /a/ /a/</p> <p>Bb (hand palm up as if bouncing a balloon into the air) The sound is /b/ The letter is B Bouncing balloons /b/ /b/ /b/</p> <p>Cc (both hands make a steering wheel motion) The sound is /k/ The letter is c Cruising cars /c/ /c/ /c/</p> <p>Dd (one hand makes a diving motion) The sound is /d/ The letter is D Diving duckies /d/ /d/ /d/</p> <p>Ee (move one arm like an elephant's trunk) The sound is /e/ The letter is E Exercising elephant /e/ /e/ /e/</p> <p>Ff (two hands palms together swim like a fish) The sound is /f/ The letter is F Funny fish /f/ /f/ /f/</p> <p>Gg (pull apart imaginary sticky candy with fingers) The sound is /g/ The letter is G Goosey gumballs /g/ /g/ /g/</p>	<p>Hh (torso bends forward like a horse eating) The sound is /h/ The letter is H Hungry horse /h/ /h/ /h/</p> <p>Ii (move an imaginary block of ice with hands) The sound is /i/ The letter is I Iggy built an igloo /i/ /i/ /i/</p> <p>Jj (put on an imaginary jacket and pop the collar as you say /j/) The sound is /j/ The letter is J Jazzy jean jacket /j/ /j/ /j/</p> <p>Kk (kicking motion with foot) The sound is /k/ The letter is K Kicking koala /k/ /k/ /k/</p> <p>Ll (gently wave hand, pretending to hold leaf) The sound is /l/ The letter is L Lovely leaf /l/ /l/ /l/</p> <p>Mm (bring hand to mouth as if munching) The sound is /m/ The letter is M Munching mouse /m/ /m/ /m/</p> <p>Nn (pretend to catch butterfly with net) The sound is /n/ The letter is N Nifty net /n/ /n/ /n/</p>
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First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

<p>Oo (wave arms like an octopus) The sound is /o/ The letter is O Odd oblong octopus /o/ /o/ /o/</p> <p>Pp (move hands back as if being pricked) The sound is /p/ The letter is P Prickly pear /p/ /p/ /p/</p> <p>Qq (running motion with both arms) The sound is /kw/ The letter is Q Quick, quick queen /kw/ /kw/ /kw/</p> <p>Rr (move one hand in an arc over your head) The sound is /r/ The letter is R Radiant rainbow /r/ /r/ /r/</p> <p>Ss (make a sawing motion with one arm) The sound is /s/ The letter is S Silver slicing saw /s/ /s/ /s/</p> <p>Tt (pull an imaginary truck toward you with both hands) The sound is /t/ The letter is T Tiny towing truck /t/ /t/ /t/</p>	<p>Uu (make an arch over your head with both arms) The sound is /u/ The letter is U Under the umbrella /u/ /u/ /u/</p> <p>Vv (play an imaginary violin) The sound is /v/ The letter is V Violet's violin /v/ /v/ /v/</p> <p>Ww (bring finger to mouth in a hushing motion) The sound is /w/ The letter is W Whispering whale /w/ /w/ /w/</p> <p>Xx (touch index fingers together in an x) The sounds is /ks/ The letter is X Exciting X-Ray /ks/ /ks/ /ks/</p> <p>Yy (pull imaginary socks onto both feet) The sound is /y/ The letter is Y Yellow yarn socks /y/ /y/ /y/</p> <p>Zz (zip and unzip imaginary sweatshirt) The sound is /z/ The letter is Z Zebra zipping in a zoo /z/ /z/ /z/</p>
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First Grade Word Study Guide
Phonological Awareness, Phonics, and Sight Words

High Frequency Word List K-2 (in order to be introduced)

Kindergarten	
the	an
a	do
I	at
to	he
and	she
you	like
it	no
said	of
in	so
for	was
up	that
look	on
is	are
go	as
we	with
little	they
down	this
can	have
see	not
my	or
me	by
come	of
where	what
here	were
find	but

First Grade		
first	too	should
away	pretty	from
help	saw	any
play	well	thing
word	one	how
great	eat	know
other	who	put
than	new	every
each	must	old
all	soon	which
there	our	after
out	say	think
be	under	two
am	child	going
work	please	walk
will	his	again
yes	children	may
small	her	fly
now	some	would
friend	why	round
animal	could	give
into	when	once
good	these	open
more	ask	has
want	over	live

Second Grade		
because	keep	far
if	gave	call
about	use	sleep
mother	got	wash
father	together	tell
your	very	another
its	always	write
their	both	show
those	world	buy
different	better	pull
myself	only	sit
around	much	read
before	never	found
way	many	sing
upon	right	wish
today	off	carry
day	cold	own
don't	fast	try
people	long	laugh
water	warm	bring
answer	full	drink
been	done	hold
does	light	hurt
goes	kind	fall
made	study	draw

First Grade Word Study Guide
Phonological Awareness, Phonics, and Sight Words

High Frequency Word List K-2 (in alphabetical order)

Kindergarten	
a	me
an	my
and	no
are	not
as	of
at	on
but	or
by	said
can	see
come	she
do	so
down	that
find	the
for	they
go	this
have	to
he	up
here	was
I	we
in	were
is	what
it	where
like	with
little	you
look	

First Grade		
after	his	should
again	how	small
all	into	some
am	know	soon
animal	live	than
any	may	there
ask	more	these
away	must	thing
be	new	think
child	now	too
children	old	two
could	once	under
each	one	walk
eat	open	want
every	other	well
first	our	when
fly	out	which
friend	over	who
from	play	why
give	please	will
going	pretty	word
good	put	work
great	round	would
has	saw	yes
help	say	may

Second Grade		
about	father	pull
always	found	read
another	full	right
answer	gave	show
around	goes	sing
because	got	sit
been	hold	sleep
before	hurt	study
better	if	tell
both	its	their
bring	keep	those
buy	kind	today
call	laugh	together
carry	light	try
cold	long	upon
day	made	use
different	many	very
does	mother	warm
don't	much	wash
done	myself	water
draw	never	way
drink	off	wish
fall	only	world
far	own	write
fast	people	your

Weekly Lessons

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 1: Short vowels: a, o, u

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		had dug cop Routine 1		wax log gum Routine 1	
Segmenting Sounds	dad bum Routine 2		rap hat Routine 2		yum pot Routine 2
Manipulating Sounds in Words	sub – s cap – c Routine 3 d + og p + an Routine 4		rat/fat (r to f) fog/jog (f to j) Pam/jam (P to j) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Recognizing Letters and Sounds	A – Z reading in order Routine 7 Review letters and sounds a-i Routine 8	A – Z reading out of order Routine 7 Review letters and sounds j-r Routine 8	A – Z reading in order Routine 7 Review letters and sounds s-z Routine 8	A – Z reading out of order Routine 7 Review all letters and sounds Routine 8, 9	
Word Families					Word Families _am and _at Routine 11
Phonics Skill: Short Vowel Review	<i>When reading, if a word has only one vowel, the vowel usually makes its short sound. When spelling, if a word has a short vowel sound, it normally has only one vowel in it.</i>				
	Review short a Routine 13	Review short o Routine 13	Review short a, o Routine 12	Review short u Routine 13	Review short a, o, u Routine 12
Blending Sounds to Decoding	tab wag hot Routine 14		man rod bun Routine 14		
Segmenting to Spelling		nut van Routine 15		tub jot Routine 15	
Sight Words	Review Kindergarten Sight Words Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. dog 2. hut 3. pan 4. nod 5. mat 6. My hat is so big. Routine 35 – Takes place on Friday				

The Red Hot Rod

A big man had a hot rod.

The hot rod was red.

“Can I get a hot rod?” said a kid.

“You are little,” said Dad.

“A hot rod is big. Get big and you
can get a hot rod.”

Circle the vowel, say the short
vowel sound, and read the word.

cap	pot	bun	sad
-----	-----	-----	-----

dot	ad	nut	not
-----	----	-----	-----

cup	tot	tan	pop
-----	-----	-----	-----

bus	pad	pun	cub
-----	-----	-----	-----

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 2: Short vowels: i, e

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		had dig cop Routine 1		wax zip gum Routine 1	
Segmenting Sounds	dig hem Routine 2		lip wed Routine 2		ten bat Routine 2
Manipulating Sounds in Words	beg – b quit – qu Routine 3 w + et s + it Routine 4		tan/man (t to m) nag/wag (n to w) pig/jig (p to j) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Recognizing Letters and Sounds	A – Z reading in order Routine 7 Review all letters and sounds Routine 8, 9	A – Z reading out of order Routine 7 Review all letters and sounds Routine 8, 11	A – Z reading in order Routine 7 Review all letters and sounds Routine 8, 12	A – Z reading out of order Routine 7 Review all letters and sounds Routine 8, 11	A – Z reading in order Routine 7
Word Families					Word Families _ap and _ip Routine 12
Phonics Skill: Short Vowel Review	<i>When reading, if a word has only one vowel, the vowel usually makes its short sound. When spelling, if a word has a short vowel sound, it normally has only one vowel in it.</i>				
	Review short i Routine 13	Review short a, i, o, u Routine 12	Review short e Routine 13	Review all short vowels Routine 12	Review all short vowels Routine 12
Blending Sounds to Decoding	pit den rod Routine 14		big met hog Routine 14		
Segmenting to Spelling		net leg hum Routine 15		bin set nut Routine 15	
Sight Words	Review Kindergarten Sight Words Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. sun 2. den 3. tin 4. cod 5. had 6. The hen sat in the pig pen. Routine 35 – Takes place on Friday				

My Big Run

I like to run.

I run a lot.

I can run and run and run.

Kat and Tim run.

Kat, Tim, and I run.

We do a big, big run.

Kat and Tim can do it.

I can do it.

We run and run.

Circle the vowel, say the short vowel sound, and read the word.

pet	dim	can	top
-----	-----	-----	-----

cut	set	nap	zip
-----	-----	-----	-----

ten	wit	pan	sun
-----	-----	-----	-----

net	dad	tin	man
-----	-----	-----	-----

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 3: Short vowels review

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		jam, fog, dip Routine 1		lip, fun, red Routine 1	
Segmenting Sounds	bin, set Routine 2		sip, got Routine 2		bug, tan Routine 2
Manipulating Sounds in Words	gum – g fox – f Routine 3 r + ut p + ad Routine 4		dig/rig (d to r) van/ban (v to b) nod/rod (n to r) Routine 5		
Listening for Initial, Medial, Final Sounds		Review sound of short a in initial and medial position <i>apple, tag, sand, after, ask, rap, act, bat, astronaut, add, flap, man</i> Routine 6		Review sound of short o in initial and medial position <i>octopus, not, fog, ox, pot, log, bop, off, October, mop</i> Routine 6	
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Recognizing Letters and Sounds	A – Z reading in order Routine 7	A – Z reading out of order Routine 7	A – Z reading in order Routine 7	A – Z reading out of order Routine 7, 9	
Word Families					Word Families _um and _ed Routine 11
Phonics Skill: Short Vowel Review	<i>When reading, if a word has only one vowel, the vowel usually makes its short sound.</i> <i>When spelling, if a word has a short vowel sound, it normally has only one vowel in it.</i>				
	Review all short vowels Routine 11	Review all short vowels Routine 13	Review all short vowels Routine 12	Review all short vowels Routine 13	Review all short vowels Routine 11
Blending Sounds to Decoding	lab bop tub Routine 14		I see a red bug. Routine 27		
Segmenting to Spelling		mud, fog, cap Routine 15		The man can dig in the sand. Routine 28	
Manipulating Sounds and Letters in Words		bit, sit, set Routine 16		mad, mud, mug Routine 16	
Sight Words	first, away, help Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. pin 2. tab 3. run 4. Ben 5. got 6. My big dog got so sad. Routine 35 – Takes place on Friday				

I Got Hot

I had a hat on.

The sun got hot.

The hat was big.

I got hot.

I was so hot I got sad.

I got the hat off.

With no hat, I was not hot.

Circle the vowel, say the short
vowel sound, and read the word.

mad	lot	can	gut
-----	-----	-----	-----

bet	tug	bun	bog
-----	-----	-----	-----

let	bit	lug	set
-----	-----	-----	-----

dot	get	lob	lit
-----	-----	-----	-----

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 4: Initial and Final Blends

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		camp, slip, ant Routine 1		plot, stump, went Routine 1	
Segmenting Sounds	blog, palm Routine 2		mist, flag Routine 2		tarp, jump Routine 2
Manipulating Sounds in Words	blab – bl stud – st Routine 3 cl + ub br + ag Routine 4		flog/blog (fl to bl) spin/grin (sp to gr) snap/flap (sn to fl) Routine 5		
Listening for Initial, Medial, Final Sounds		Review initial, medial and final blend st: <i>stop, best, resting, sting, step, faster, most, fast</i> Routine 6		Review initial, medial and final blend sk: <i>mask, basket, ski, skip, ask, desk, whiskers, dusk</i> Routine 6	
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Recognizing Letters and Sounds	A – Z reading in order Routine 7	A – Z reading out of order Routine 7	A – Z reading in order Routine 7	A – Z reading out of order Routine 7-9	
Word Families					Word Families _im and _it Routine 12
Phonics Skill: Initial and Final Blends	<p><i>A consonant blend is a combination of consonants that are placed together without being separated by a vowel. The letters in a blend work together to make one sound, but each of the sounds of the individual letters can still be heard.</i></p> <p><i>When reading, if a word has a blend, remember to say the sound of each letter.</i></p> <p><i>When writing, segment the word slowly so you hear each sound in the blend. Be sure to write each letter for the sounds in the blend.</i></p>				
	Initial bl-, br- and final-ft blends Routine 17, 11	Initial cl-, cr- and final -ld blends Routine 17, 12	Initial sn-, dr- and final -mp blends Routine 17, 15	Initial fl-, tr- and final -lp blends Routine 17, 12	Initial pl-, tw- and final -nt blends Routine 17, 11
Blending Sounds to Decoding	stop, rest, spin Routine 14		The mask is on top of the lamp. Routine 27		
Segmenting to Spelling		skit, grip, mask Routine 15		Can you grab the glass on the desk? Routine 28	
Manipulating Sounds and Letters in Words		step, stem, stamp, lamp Routine 16		snip, snit, spit, spot Routine 16	
Sight Words	play, word, great Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. flap 2. bond 3. best 4. slip 5. clamp 6. The last bit of the drink will drip. Routine 35 – Takes place on Friday				

A Big Task

We have a big job. Gasp!

The desk is a mess.

We can set the pens in the mug.

We can set the bits of junk in the bin.

We can get the last bit.

That is it.

We did the big task!

We had a blast.

Circle the blend, say the sounds in
the blend, and read the word.

blast	snip	clam	lend
-------	------	------	------

lisp	spend	lid	gasp
------	-------	-----	------

spun	grab	crisp	bed
------	------	-------	-----

bat	brat	spot	clip
-----	------	------	------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 5: Initial and Final Digraphs

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		clip, plot, math Routine 1		skip, shop, flag Routine 1	
Segmenting Sounds	chest, scab Routine 2		grab, wish Routine 2		drop, push Routine 2
Manipulating Sounds in Words	check – ch shack – sh Routine 3 th + ud wh + en Routine 4		chick/thick (ch to th) then/when (th to wh) shin/chin (sh to ch) Routine 5		
Listening for Initial, Medial, Final Sounds		Review initial, medial and final sh: <i>ship, hush, dish, washer, shark, pushed, sheep, shirt, buses</i> Routine 6		Review initial, medial and final ch: <i>wrench, chimney, punched, chick, benches, teacher, beach, bleachers</i> Routine 6	
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Recognizing Letters and Sounds	A – Z reading in order Routine 7	A – Z reading out of order Routine 7	A – Z reading in order Routine 7	A – Z reading out of order Routine 7, 9	
Word Families					Word Families _ack, _ick Routine 11
Phonics Skill: Initial and Final Digraphs	<i>A digraph is two letters that make one sound. The sounds of the individual letters are not heard, just the new sound. When reading, remember ch says /ch/, sh says /sh/, th says /th/ and wh says /wh/. When writing, if you hear sound /ch/, write the letters ch. If you hear the sound /sh/, write the letters /sh/. If you hear the sound /wh/, write the letters wh. If you hear the sound /th/, write the letters th.</i>				
	Initial and final sh digraph Routine 18, 6	Initial and final ch digraph Routine 18, 6	Review initial and final sh, ch Routine 11	Initial and final wh and th digraph Routine 18, 6	Initial and final digraph review Routine 15
Blending Sounds to Decoding	ship, rasp, fish Routine 14		Chad shut the box. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		chip, rash, task Routine 15		The other branch is thin. Routine 28	
Manipulating Sounds and Letters in Words		hush, rush, brush, brash Routine 16		whip, whop, shop, ship Routine 16	
Sight Words	other, than, each Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. shops 2. chimp 3. crust 4. chat 5. shed 6. I grasp the chips in my hand. Routine 35 – Takes place on Friday				

Hush!

Can you hush?

When you chat, I can not think.

You have to chat?

Must you chat here? Can you go away?

You can?

Thank you!

Circle the digraph, say the sounds in the digraph, and read the word.

whip	chum	shed	dish
------	------	------	------

lost	bash	sloth	gash
------	------	-------	------

shut	math	that	when
------	------	------	------

brush	thud	wish	bath
-------	------	------	------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 6: Long a, i: final -e

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		plane, scrap, whale Routine 1		while, drive, shine Routine 1	
Segmenting Sounds	gate, shake Routine 2		dime, fin Routine 2		life, safe Routine 2
Manipulating Sounds in Words	cane – c frame – fr Routine 3 t + ime pl + ate Routine 4		shape/tape (sh to t) wipe/swipe (w to sw) dime/chime (d to ch) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ake and _ine Routine 12
Phonics Skill: Long a, i: final -e	<i>When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name.</i> <i>When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word.</i>				
	Long vowel a + final -e Routine 19, 20	Long vowel i + final -e Routine 19, 21	Review long vowel a and i + final -e Routine 11	Review long vowel a and i + final -e Routine 12	Review long vowel a and i + final -e Routine 21
Blending Sounds to Decoding	cake, wag, tape, scrape Routine 14		I ride my big bike on the white line. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		bit, line, pride, white Routine 15		Mike made five cakes for Pat and he ate all of them! Routine 28	
Manipulating Sounds and Letters in Words		cave, cape, drape, drake Routine 16		side, bride, stride , stripe Routine 16	
Sight Words	all, there, out Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. shine 2. mane 3. take 4. pile 5. chime 6. Can we take the nine lamps that are mine with us? Routine 35 – Takes place on Friday				

We Bake a Cake

“I like cake,” Josh said to me.

“Then you like cake and I like cake,” I
said.

“Let us bake a cake,” Josh said.

We got a mix to make a cake.

We ate the cake we made.

Yum!!!

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the “i” or “a,” cross out the silent e, say the long vowel, and read the word.

fine	tale	shame	while
------	------	-------	-------

sale	file	shape	hate
------	------	-------	------

like	time	mate	whale
------	------	------	-------

fate	tile	whine	late
------	------	-------	------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 7: Long o, u, e: final -e

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		mole, choke, stone Routine 1		tube, fluke, plug Routine 1	
Segmenting Sounds	shone, dose Routine 2		dune, mug Routine 2		close, mule Routine 2
Manipulating Sounds in Words	rope – r tune – t Routine 3 P + ete sh + one Routine 4		shine/whine (sh to wh) flute/mute (fl to m) stone/bone (st to b) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _one and _ue Routine 11
Phonics Skill: Long o, u, e: final e	<i>When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name. "Long u" can also say the sound /oo/. When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word.</i>				
	Long vowel o + final -e Routine 19, 20	Long vowel o, u, e + final -e Routine 21	Review long vowel a, i, o, u, e + final e Routine 11	Review long vowel a, i, o, u, e + final -e Routine 21	Review long vowel a, i, o, u, e + final e Routine 11
Blending Sounds to Decoding	note, rope, con, choke Routine 14		He takes the note home. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		tub, prune, rule, blue Routine 15		Pete and I ate the whole cake! Routine 28	
Manipulating Sounds and Letters in Words		tone, stone, cone, cope, scope Routine 16		rude, rule, mule, mute, brute Routine 16	
Sight Words	be, am, work Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. tune 2. choke 3. shone 4. shape 5. flute 6. I broke the code, dude! Routine 35 – Takes place on Friday				

The Ship and the Rope

We have a rope on the blue ship.

We come to the land.

The rope helps us stop the ship.

A ship with no rope can get lost.

A lost ship can get help.

Other ships can help.

We tell lost ships, “Get a rope!”

Circle the long vowel. Cross out the silent e. Say the long vowel. Read the word.

tone	lake	crane	plume
------	------	-------	-------

plate	bone	globe	dine
-------	------	-------	------

tune	tote	pale	file
------	------	------	------

stole	stale	late	smile
-------	-------	------	-------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 8: Review long vowels with final -e

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		blue, shave, clue Routine 1		smoke, tax, frame Routine 1	
Segmenting Sounds	froze, crane Routine 2		shine, smile Routine 2		quit, bride Routine 2
Manipulating Sounds in Words	shade – sh chime – ch Routine 3 sp + oke sw + ipe Routine 4		shake/lake (sh to l) rode/mode (r to m) while/pile (wh to p) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ide and _ane Routine 12
Phonics Skill: Review long vowels with final e	<i>When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name. "Long u" can also say the sound /oo/.</i> <i>When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word.</i>				
	Review long vowels with final e Routine 20	Review long vowels with final e Routine 21	Review long vowels with final e Routine 11	Review long vowels with final e Routine 20	Review long vowels with final e Routine 21
Blending Sounds to Decoding	glue, spot, skate, stripe Routine 14		Yes, Steve came with Pete and Eve. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		stone, frame, yam, cash Routine 15		Dave had a red and white note. Routine 28	
Manipulating Sounds and Letters in Words		true, blue, glue, clue, cruel Routine 16		hike, hide, bride, stride, stripe Routine 16	
Sight Words	Review previously taught sight words Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. slate 2. nope 3. mile 4. blue 5. Eve 6. Steve jogs nine miles. Routine 35 – Takes place on Friday				

I Said a Bad Name

In class, I got mad.

I was rude.

I said a bad name to Blake.

Blake got sad.

I felt shame.

Then I said to Blake, "Do not be sad. I
will not do that next time."

I gave him five.

He gave me a smile.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the vowel(s). Cross out the silent e if there is one. Say the vowel sound. Read the word.

skate	plane	crab	list
-------	-------	------	------

pole	glum	life	snip
------	------	------	------

ate	lump	best	late
-----	------	------	------

cute	name	stake	skid
------	------	-------	------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 9: Soft c: ce, ci, cy

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		place, face, clap Routine 1		shut, race, count Routine 1	
Segmenting Sounds	fence, slant Routine 2		place, race Routine 2		crop, cope Routine 2
Manipulating Sounds in Words	cell – c mice – m Routine 3 sp + ice c + ent Routine 4		face/race (f to r) price/twice (pr to tw) well/cell (w to c) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ace and _ice Routine 10, 11
Phonics Skill: Soft c: ce, ci, cy	<i>We have learned the letter c makes the sound /k/, as in the word “cat.” That sound is called the “hard c sound.” The letter c can make another sound. The letter c sometimes makes a “soft sound” which sounds like the sound made by the letter s - /s/, as in the word “city.” Usually, a c sound is hard or soft depending on the vowel that follows it. Here’s the general rule: When the letter c is followed by the vowel a, o, or u, its sound is hard - /k/. When c is followed by the vowel e, i, or y, its sound is soft - /s/. When reading, if a word has the letter c followed by an e, i or y, the c usually makes the sound /s/. When spelling, if a word has a soft c sound, it could be the letter s or it could be a c followed by an e, i or y.</i>				
	Hard c - Soft c Routine 11	Hard c - Soft c Routine 14	Hard c - Soft c Routine 11	Hard c - Soft c Routine 14	Hard c - Soft c Routine 11
Blending Sounds to Decoding	brace, cop, face, cent Routine 14		Bruce has a cane and a brace on his leg. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		lace, cent, dance, swag Routine 15		The lace on my dance cap is blue. Routine 28	
Manipulating Sounds and Letters in Words		lace, brace, grace, space Routine 16		bid, slid, slide, slice Routine 16	
Sight Words	will, yes, small Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. place 2. face 3. cent 4. glance 5. lice 6. The pen is in a safe place. Routine 35 – Takes place on Friday				

Mice in Space

The mice are brave.

They work a lot.

They do math at a fast pace.

The small mice make a ship.

They check the job twice.

The mice race to get set for the trip.

The mice lift off in the ship.

The brave mice are in space!

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the “c” and the letter that makes the “c” soft if there is one. Say the “soft c” or “hard c” sound. Read the word.

mace	can	ice	race
------	-----	-----	------

lace	mince	rice	cram
------	-------	------	------

face	prance	grace	cot
------	--------	-------	-----

cell	brace	ace	splice
------	-------	-----	--------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 10: Soft g: ge, gi, gy

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		gem, hinge, gas Routine 1		gap, change, gym Routine 1	
Segmenting Sounds	huge, rigid Routine 2		gate, gene Routine 2		glad, gym Routine 2
Manipulating Sounds in Words	germ – g gripe – gr Routine 3 sh + ot fl + ip Routine 4		cage/page (c to p) chin/bin (ch to b) stage/wage (st to w) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ate and _ish Routine 10, 12
Phonics Skill: Soft g: ge, gi, gy	<p><i>We have learned the letter g makes the sound /g/, as in the word “gas.” That sound is called the “hard g sound.” The letter g can make another sound. The letter g sometimes makes a “soft sound” which sounds like the sound made by the letter j - /j/, as in the word “gym.” Usually, a g sound is hard or soft depending on the vowel that follows it. Here’s the general rule: When the letter g is followed by the vowel a, o, or u, its sound is hard - /g/. When g is followed by the vowel e, i, or y, its sound is soft - /j/. When reading, if a word has the letter g followed by an e, i or y, the g usually makes the sound /j/. When spelling, if a word has a soft g sound, it could be the letter j or it could be a g followed by an e, i or y.</i></p>				
	Hard g - Soft g Routine 11	Hard g - Soft g Routine 14	Hard g - Soft g Routine 11	Hard g - Soft g Routine 14	Hard g - Soft g Routine 11
Blending Sounds to Decoding	got, change, gene, rug Routine 14		My friend made huge changes in the plan. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		gel, tag, huge, shag Routine 15		Is the giant cat now in the huge cage? Routine 28	
Manipulating Sounds and Letters in Words		wage, page, sage, stage Routine 16		space, ace, age, rage Routine 16	
Sight Words	now, friend, there Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. gem 2. grab 3. cage 4. rag 5. range 6. We sat on the stage with a huge dog. Routine 35 – Takes place on Friday				

You Can Change

My friend said, “I can get in a rage.”

“You get mad?” I said.

“Yes. I am not nice when I am mad,”
she said.

“You can change,” I said.

“Can I?” she said.

“Yes. Stop. Rest. Get a friend,” I
said.

“I will do my best,” my friend said.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the “g” and the letter that makes the “g” soft if there is one. Say the “soft g” or “hard g” sound. Read the word.

page	dog	gel	got
------	-----	-----	-----

age	grave	gem	nag
-----	-------	-----	-----

change	lag	rage	log
--------	-----	------	-----

leg	huge	stage	big
-----	------	-------	-----

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 11: Long a vowel teams: ai, ay

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		rain, say, flap Routine 1		gain, chain, may Routine 1	
Segmenting Sounds	space, snail Routine 2		mash, stray Routine 2		pain, pan Routine 2
Manipulating Sounds in Words	left – ft zip - p Routine 3 tr + ay n + est Routine 4		braid/brain (d to n) trait/train (t to n) maid/main (d to n) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ay and _ick Routine 10, 11
Phonics Skill: Long a vowel teams: ai, ay	<p><i>We learned a silent -e at the end of a word often makes the first vowel say its long sound. There is another way a vowel can make its long sound. When two vowels are side-by-side, the first vowel usually makes its long sound and the second vowel is quiet.</i></p> <p><i>When reading, if a word has two vowels side-by-side, the first vowel usually makes its long sound and the second vowel is silent. The long sound says the vowel's name.</i></p> <p><i>When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound, followed by another vowel. ("If two vowels go walking, the first one does the talking.")</i></p>				
	Long a vowel team ai Routine 19, 23	Long a vowel team ai: word families _ain, _ail, _aid Routine 11	Long a vowel team ay Routine 19, 23	Long a vowel team ai, ay Routine 22	Long a vowel team ai, ay, final e Routine 22
Blending Sounds to Decoding	rain, aid, sand, fail Routine 14		When it rains, you may go inside. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		way, say, glad, maid Routine 15		My friend will stay and play with me. Routine 28	
Manipulating Sounds and Letters in Words		chain, pain, pail, snail Routine 16		rag, ray, stay, stray Routine 16	
Sight Words	into, good, more Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. laid 2. stay 3. brand 4. mail 5. ray 6. We play in the rain and in the sand. Routine 35 – Takes place on Friday				

I Get the Mail

Mom said, “Go get the mail.”

“There is rain, Mom,” I said.

“You can still get it,” she said.

I went out to get the mail.

The rain felt nice.

“I can play in the rain,” I said.

I came in with the mail.

Mom said, “What did you do?”

“I like to play in the rain,” I said.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the letters that make a “long a” or “short a” sound. Say the “long a” or “short a” sound. Read the word.

lane	rain	pat	chain
------	------	-----	-------

may	braid	tame	main
-----	-------	------	------

raid	late	brain	sway
------	------	-------	------

plain	stay	flat	plane
-------	------	------	-------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 12: Long e vowel teams: ea, ee

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		eat, bleed, step Routine 1		feed, sweep, sleet Routine 1	
Segmenting Sounds	steep, bee Routine 2		mesh, team Routine 2		leave, beak Routine 2
Manipulating Sounds in Words	feet – t green – n Routine 3 cr + eam w + eak Routine 4		meek/meet (k to t) beach/bead (ch to d) lead/leaf (d to f) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _eek and _ane Routine 10,12
Phonics Skill: Long e vowel teams: ea, ee, ey	<i>We learned a silent -e at the end of a word often makes the first vowel say its long sound. There is another way a vowel can make its long sound. When two vowels are side-by-side, the first vowel usually makes its long sound and the second vowel is quiet. When reading, if a word has two vowels side-by-side, the first vowel usually makes its long sound and the second vowel is silent. The long sound says the vowel's name. When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound, followed by another vowel. ("If two vowels go walking, the first one does the talking.")</i>				
	Long e vowel team ea Routine 19, 23	Long e vowel team ea: word families _eat, _each, _eam Routine 11	Long e vowel team ee: vowel families _eep, _een, _eed Routine 19, 11	Long e vowel team ea, ee Routine 22	Long e vowel team ea, ee, final e Routine 22
Blending Sounds to Decoding	each, dream, bet, lean Routine 14		Keep the five bees in the hive! Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		leaf, scream, men, split Routine 15		The pretty queen ate a peach on the beach. Routine 28	
Manipulating Sounds and Letters in Words		bed, bead, read, reap Routine 16		bee, beet, feet, feed Routine 16	
Sight Words	want, too, pretty Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. steam 2. street 3. speed 4. mail 5. ray 6. I make a treat for the team. Routine 35 – Takes place on Friday				

I Feel Sad

This day, I feel sad.

I tell my friend.

“Why?” he asks.

“I just feel that way,” I say.

“Sit down and eat my peach with me,” he says.

We sit and eat the peach.

“Thanks,” I say. “I do not feel so bad now.”

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the letters that make a “long e” or “short e” sound. Say the “long e” or “short e” sound. Read the word.

melt	beat	seal	each
------	------	------	------

lead	met	meat	tent
------	-----	------	------

meet	spend	bee	teen
------	-------	-----	------

peach	pea	blend	steep
-------	-----	-------	-------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 13: Long o vowel teams: oa, oe

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		soak, croak, toast Routine 1		ray, frog, soap Routine 1	
Segmenting Sounds	hoe, chop Routine 2		float, toad Routine 2		hot doe Routine 2
Manipulating Sounds in Words	coast – st foam – m Routine 3 l + oad w + oe Routine 4		oak/oat (k to t) pain/paint (n to nt) goal/goat (l to t) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _oat and _ue Routine 10, 11
Phonics Skill: Long o vowel teams: oa, oe	<i>We learned a silent -e at the end of a word often makes the first vowel say its long sound. There is another way a vowel can make its long sound. When two vowels are side-by-side, the first vowel usually makes its long sound and the second vowel is quiet.</i> <i>When reading, if a word has two vowels side-by-side, the first vowel usually makes its long sound and the second vowel is silent. The long sound says the vowel's name.</i> <i>When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound, followed by another vowel. ("If two vowels go walking, the first one does the talking.")</i>				
	Long o vowel team oa Routine 19, 23	Long o vowel team oa: word families _oat, _oak, _oad Routine 11	Long o vowel team oe, Routine 19, 23	Long o vowel team oa, oe, final e Routine 22	Long o vowel team oa, oe, final e Routine 22
Blending Sounds to Decoding	soak, toad, got, goat Routine 14		My friend Joe and I float to the green boat. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		goal, throat, jot, soak Routine 15		Did you hoe and rake the red roses? Routine 28	
Manipulating Sounds and Letters in Words		mat, moat, boat, bloat Routine 16		hot, hoe, doe, foe Routine 16	
Sight Words	saw, well, one Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. oak 2. foe 3. pot 4. gloat 5. cost 6. The doe and the goat ate the oats. Routine 35 – Takes place on Friday				

I Go on a Boat

“Let us go out and float on a boat,” my gram says.

“Is it safe?” I ask.

“It is safe. We will speed in the sea,” Gram says.

“Will it soak us?” I ask.

“No,” says Gram. “You will like it.”

We go on the boat. It is so fast and so fun!

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the letters that make a “long o” or “short o” sound. Say the “long o” or “short o” sound. Read the word.

boat	spot	coat	dot
------	------	------	-----

croak	frog	joke	moat
-------	------	------	------

toe	top	goat	float
-----	-----	------	-------

frog	doe	foal	dome
------	-----	------	------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 14: Review long vowel teams

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		make, stray, flop Routine 1		true, brag, tease Routine 1	
Segmenting Sounds	hoe, rash Routine 2		meet, soap Routine 2		brine, plain Routine 2
Manipulating Sounds in Words	chain – n feed – d Routine 3 sh + ine bl + ue Routine 4		main/mail (n to l) wait/waist (t to st) seal/seam (l to m) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _eat and _ide Routine 10, 12
Phonics Skill: Review long vowel teams	<p><i>We learned a silent -e at the end of a word often makes the first vowel say its long sound. There is another way a vowel can make its long sound. When two vowels are side-by-side, the first vowel usually makes its long sound and the second vowel is quiet.</i></p> <p><i>When reading, if a word has two vowels side-by-side, the first vowel usually makes its long sound and the second vowel is silent. The long sound says the vowel's name.</i></p> <p><i>When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound, followed by another vowel. ("If two vowels go walking, the first one does the talking.")</i></p>				
	Review long vowel teams Routine 22	Review long vowel teams Routine 19	Review long vowel teams Routine 19	Review long vowel teams Routine 22	Review long vowel teams Routine 19
Blending Sounds to Decoding	train, fled, croak, clue Routine 14		May Pam use the glue stick? Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		coal, feed, toad, must Routine 15		When did Moe bet Joan that it will rain in five weeks? Routine 28	
Manipulating Sounds and Letters in Words		bran, brain, grain, green Routine 16		tot, cot, coat, float Routine 16	
Sight Words	Review previously taught sight words Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. bleed 2. stream 3. load 4. pail 5. bay 6. The goal came at the end of the play. Routine 35 – Takes place on Friday				

My Dream

I lie down and go to sleep.

I have a dream.

In the dream I float in a lake.

The pretty lake is blue and deep.

I feel glad to be there.

Then, I wake up and greet the day.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the letters that make a long or short vowel sound. Say the long or short vowel sound. Read the word.

grain	seat	gram	dot
-------	------	------	-----

sleet	pole	toad	past
-------	------	------	------

peel	tail	groan	made
------	------	-------	------

greed	teal	plan	deal
-------	------	------	------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 15: Long vowel i: -y and -igh

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		cry, high, spine Routine 1		chime, wind, might Routine 1	
Segmenting Sounds	shy, tight Routine 2		spin, fight Routine 2		dry, sigh Routine 2
Manipulating Sounds in Words	fits – s sitting – ing Routine 3 jump + ed fox + es Routine 4		Talking/talked (ing to ed) smiled/smiling (ed to ing) played/plays (ed to s) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ight and _ate Routine 10, 11
Phonics Skill: Long vowel i: -y and -igh	<p><i>We learned vowels have two sounds, short and long. Long vowels say their names. We know if there are two vowels side-by-side or if a word has a silent e at the end of it, the first vowel makes the long sound. Long i can be spelled in additional ways. The letter -y at the end of a one-syllable word often will make the long i sound, as in the word "my." In addition, the letter combination of -igh makes the long i sound, as in the word "high."</i></p> <p><i>When reading, if the letters -igh are together, you know the sound is long /i/.</i></p> <p><i>When writing, if a word has a long i sound, the sound could be written in several different ways, such as -igh.</i></p>				
	y as long i sound Routine 19, 23	-igh as long i sound Routine 19, 23	Review long vowel i: -y and -igh Routine 22	Review long vowel i: -y and -igh Routine 22	Review long vowel i: -y and -igh Routine 22
Blending Sounds to Decoding	fry, why, flip, sly Routine 14		Try not to cry. He will fly on a jet in the blue sky. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		high, bright, dig, sight Routine 15		The bright light might help us hike at night. Routine 28	
Manipulating Sounds and Letters in Words		day, dry, cry, fly Routine 16		sigh, sight, slight, flight Routine 16	
Sight Words	eat, who, new Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. try 2. sigh 3. might 4. why 5. plight 6. The flight will go high in the sky. Routine 35 – Takes place on Friday				

Jays Fly

I see a jay in the sky and I sigh.

I wish to fly too.

The jay can flap. It can dive.

I think it might be a blue jay.

I flap my hand like a wing.

But I do not fly.

Sigh.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the letters that make a “long i” or “short i” sound. Say the “long i” or “short i” sound. Read the word.

tight	shy	hit	might
-------	-----	-----	-------

list	high	try	ply
------	------	-----	-----

lice	wit	sight	cry
------	-----	-------	-----

right	sly	lint	fry
-------	-----	------	-----

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 16: r-controlled vowels: ar, or

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		jam, jar, for Routine 1		tone, star, farm Routine 1	
Segmenting Sounds	horse, far Routine 2		slain, par Routine 2		corn, barn Routine 2
Manipulating Sounds in Words	queen – qu box – x Routine 3 str + ip ch + imp Routine 4		tin/tan (i to a) sip/soap (i to oa) zig/zag (i to a) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ar and _one Routine 10, 12
Phonics Skill: r-controlled vowels: ar, or	<i>We learned vowels can have two sounds, short and long. When a vowel is followed by an r, the r changes the sound the vowel makes. The vowel is called an r-controlled vowel. When the vowel a is followed by r, it makes the sound /ar/, as in the word “car”. When the vowel o is followed by the r, it makes the sound /or/, as in the word “corn.” (“Bossy r”) When reading, if the letters -ar are together, you know the sound is /ar/. When writing, if a word has the /ar/ sound, the sound probably is spelled with the letters -ar.</i>				
	r-controlled vowel: ar Routine 18	r-controlled vowel: or Routine 18	Review r- controlled vowels: ar, or Routine 11	Review r- controlled vowels: ar, or Routine 14	Review r- controlled vowels: ar, or Routine 15
Blending Sounds to Decoding	car, snap, park, yard Routine 14		The man will park the dark car. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		torn, bark, fort, boat Routine 15		I need a horn on my car when I go in the barn on the farm to get the corn. Routine 28	
Manipulating Sounds and Letters in Words		far, tar, star, start Routine 16		born, torn, corn, cork Routine 16	
Sight Words	must, soon, our Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. farm 2. cord 3. born 4. bark 5. morn 6. We play hard out in the yard. Routine 35 – Takes place on Friday				

A Hard Start

It is the start of a new week.

I get on my torn pants.

They are not new but I like them.

But then I trip on the torn part and
fall hard.

The day is off to a bad start.

We have toast to eat.

I hate toast.

This is a hard way to start the day.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the letters that make the “ar” sound or the “or” sound. Say the “ar” or the “or” sound. Read the word.

shark	snort	barn	north
-------	-------	------	-------

pork	mart	cart	horn
------	------	------	------

car	cork	scorn	tarp
-----	------	-------	------

lord	star	fork	park
------	------	------	------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 17: r-controlled vowels: er, ir, ur

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		fur, stir, fern Routine 1		line, third, her Routine 1	
Segmenting Sounds	curl, bird Routine 2		perch, peek Routine 2		girl, nurse Routine 2
Manipulating Sounds in Words	shirt – sh prize – pr Routine 3 y + ell w + ave Routine 4		tin/tone (i to o-e) fig/fog (i to o) van/vine (a to i-e) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _art and _ish Routine 10, 12
Phonics Skill: r-controlled vowels: er, ir, ur	<p><i>We learned vowels can have two sounds, short and long. When a vowel is followed by an r, the r changes the sound the vowel makes. The vowel is called an r-controlled vowel. We know “ar” says /ar/, as in “car” and “or” says /or/, as in “corn.” The “ir”, “ur” and “er” all make the sound /er/ as in the words “bird”, “fur” and “her”. (“Bossy r”)</i></p> <p><i>When reading, if the letters -er, -ir, or -ur are together, you know the sound is /er/.</i></p> <p><i>When writing, if a word has the /er/ sound, the sound could be spelled with the letters -er, -ir, or -ur.</i></p>				
	r-controlled vowels: er, Routine 18	r-controlled vowels: ir Routine 18	r-controlled vowels: er, ir Routine 14	r-controlled vowels: ur Routine 18	r-controlled vowels: er, ir, ur Routine 14
Blending Sounds to Decoding	verb, tent, term, fern Routine 14		The girl likes her red shirt and skirt. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		stir, third, pine, birth Routine 15		The bird sits and chirps under the car. Routine 28	
Manipulating Sounds and Letters in Words		stir, sir, fir, first Routine 16		turn, burn, burp, burst Routine 16	
Sight Words	say, under, child Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. shirt 2. stern 3. blurt 4. spun 5. spur 6. Do not burn your shirt because you might get hurt. Routine 35 – Takes place on Friday				

My Turn

“Kurt,” I said, “I need a turn on the swing.”

“Keep your shirt on,” Kurt said.
I felt hurt.

What did “Keep your shirt on” mean?

It did not sound nice.

“Get off!” I said in a stern way.

“Fine.” Kurt gave me a turn.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the letters that make the “er” sound. Say the “er” sound. Read the word.

blurt	flirt	herd	stir
-------	-------	------	------

fur	fir	fern	burst
-----	-----	------	-------

dirt	chirp	curt	her
------	-------	------	-----

spurt	firm	blur	verb
-------	------	------	------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 18: Review r-controlled vowels

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		work, hurt, swirl Routine 1		germ, harm, roam Routine 1	
Segmenting Sounds	girl, purse Routine 2		rub, curve Routine 2		torn, whirl Routine 2
Manipulating Sounds in Words	jar – j horn – n Routine 3 t + ie b + arn Routine 4		lag/leg (a to e) nag/wag (n to w) pig/jig (p to j) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _orn and _ake Routine 10, 11
Phonics Skill: Review r-controlled vowels	<p><i>We learned vowels can have two sounds, short and long. When a vowel is followed by an r, the r changes the sound the vowel makes. The vowel is called an r-controlled vowel. The letters “ar” say /ar/, as in “car” and the letters “or” says /or/, as in “corn.” The “ir”, “ur” and “er” all make the sound /er/ as in the words “bird”, “fur” and “her”. (“Bossy r”)</i></p> <p><i>When reading, if the letters -ar are together, you know the sound is /ar/. If the letters -or are together, you know the sound is /or/. If the letters -er, -ir, or -ur are together, you know the sound is /er/.</i></p> <p><i>When writing, if a word has the /ar/ sound, the sound is spelled with the letters -ar. If a word has the /or/ sound, it is spelled with the letters -or. If a word has the /er/ sound, the sound could be spelled with the letters -er, -ir, or -ur.</i></p>				
	Review r-controlled vowels: ar, er Routine 11	Review r-controlled vowels: ar, ir Routine 15	Review r-controlled vowels: or, ur Routine 11	Review r-controlled vowels: ar, or, er Routine 14	Review r-controlled vowels: ar, or, ir Routine 11
Blending Sounds to Decoding	lurk, cord, mine, term Routine 14		His children drove the blue car into the storm. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		born, tarp, her, hurt Routine 15		The stork was born on a corn farm. Routine 28	
Manipulating Sounds and Letters in Words		far, car, cart, chart Routine 16		or, for, fork, force Routine 16	
Sight Words	please, his, children Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. carp 2. third 3. horn 4. wart 5. blur 6. Do not start to blurt in church. Routine 35 – Takes place on Friday				

The Snort

We drank milk.

Mark made a joke.

Shirl made a snort.

Out came the milk!

The milk got on her shirt.

“Do not start to cry, Shirl,” I said.

“Mark and I will help you clean the shirt.”

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the letters that make the “bossy r” sound. Say the “bossy r” sound. Read the word.

shark	burn	port	dark
-------	------	------	------

mark	shirk	bird	stork
------	-------	------	-------

scar	spork	slurp	fern
------	-------	-------	------

sir	short	spar	dirt
-----	-------	------	------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 19: Double final consonants: ff, ll, ss, zz

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		puff, mess, bill Routine 1		march, jazz, doll Routine 1	
Segmenting Sounds	fizz, stain Routine 2		chill, fuss Routine 2		stiff, moss Routine 2
Manipulating Sounds in Words	mill – m buzz – zz Routine 3 c + uff fl + oss Routine 4		mess/moss (e to o) sit/site (i to i-e) brag/brig (a to i) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ell and _ace Routine 10, 11
Phonics Skill: Double final consonants: ff, ll, ss, zz	<i>If the sound of /f/, /l/, /s/ or /z/ is heard at the end of a one-syllable word, the letter f, l, s or z is usually doubled. (This is often referred to as “the FLoSS rule.”)</i> <i>When reading, if ff, ll, ss or zz is at the end of a one-syllable word, the vowel says its short sound.</i> <i>When writing, if you hear /f/, /l/, /s/ or /z/ at the end of a one-syllable word, the letter f, l, s or z should be doubled.</i>				
	Double consonants: ff Routine 14	Double consonants: ff, ll Routine 15	Double consonants: ff, ll, ss Routine 11	Double consonants: ff, ll, ss, zz Routine 14	Double consonants: ff, ll, ss, zz Routine 15
Blending Sounds to Decoding	buzz, cliff, plain, cross Routine 14		Bill will make a fuss with that mess! Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		dress, shin, cuff, bell Routine 15		Will the bee fly and buzz by the moss? Routine 28	
Manipulating Sounds and Letters in Words		staff, stuff, stiff, still Routine 16		fuzz, fizz, fill, chill Routine 16	
Sight Words	her, some, why Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. boss 2. full 3. still 4. stamp 5. loss 6. Can you chill the milk to fill this glass? Routine 35 – Takes place on Friday				

The Bee

The bee can buzz.

The bee can fly.

The bee sits still.

It starts to cry.

Do not fuss, little bee.

What is it? Please tell me.

You hurt a leg?

Wait and see.

I will help you,

Little bee.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the two consonants at the end of the word. Say the sound they make. Read the word.

toss	pill	bell	off
------	------	------	-----

mess	gloss	fizz	Jeff
------	-------	------	------

still	whiff	hiss	gruff
-------	-------	------	-------

hill	buzz	boss	bluff
------	------	------	-------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 20: Trigraphs: -tch, -dge

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
Blending Sounds		rich, chin, which Routine 1		cage, ledge, match Routine 1	
Segmenting Sounds	hitch, beach Routine 2		judge, clutch Routine 2		perch, stage Routine 2
Manipulating Sounds in Words	shape – sh when – wh Routine 3 sw + ing br + aid Routine 4		bliss/bless (i to e) poke/pike (o to i) bride/braid (i-e to ai) Routine 5		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _itch and _eek Routine 10, 11
Phonics Skill: Trigraphs: -tch, -dge	<p><i>We learned the letters ch make the sound /ch/. When the sound /ch/ is at the end of a word, it could be represented by the letters -ch or -tch. When reading, if a word ends with the letters ch or tch, you know the letters make the sound /ch/.</i></p> <p><i>The sound /j/ at the end of a word can be spelled by the letter combination of -ge or -dge. When reading, if a word ends with the letters -ge or -dge, you know the letters make the sound /j/.</i></p>				
	Trigraph -tch (and final -ch) Routine 18	Trigraph -dge (and final -ge) Routine 18	Trigraphs: -tch, -dge Routine 11	Trigraphs: -tch, -dge Routine 14	Trigraphs: -tch, -dge Routine 14
Blending Sounds to Decoding	coach, stitch, starch, stretch Routine 14		The coach will dodge and then catch the ball. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		lodge, hedge, fetch, badge Routine 15		Judge Smith will trim the edge of the hedge. Routine 28	
Manipulating Sounds and Letters in Words		hatch, patch, pitch, itch Routine 16		edge, ledge, lodge, dodge Routine 16	
Sight Words	Review previously taught sight words Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. judge 2. match 3. budge 4. lurch 5. witch 6. Can you snatch the glass off the edge? Routine 35 – Takes place on Friday				

Get Rid of the Hedge

A hedge is a big plant.

The hedge at home is not a
match for the other plants.

Bliss and Mitch try to budge the
hedge.

They cut the edge.

They snatch a bit of leaf and a
bit of branch.

The hedge will not budge.

Bliss will fetch the car.

The car can pull the hedge out!

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the “tch,” “-dge” or other “ch” word ending.
Say the sound the word ending makes. Read the word.

badge	hatch	dodge	lunch
-------	-------	-------	-------

lurch	fudge	latch	munch
-------	-------	-------	-------

nudge	ledge	bench	batch
-------	-------	-------	-------

cinch	snitch	budge	sludge
-------	--------	-------	--------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 21: Inflectional Endings: -s and -es

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _eep and _ice Routine 10, 11
Phonics Skill: Inflectional Endings: -s and -es	<p><i>Note to the Teacher: An "inflectional ending" is a group of letters added to the end of a word that changes the meaning of a word.</i></p> <p><i>Some nouns (words which name a person, place or thing) represent one person, place or thing. These nouns are called "singular," meaning a single, or one, person, place or thing. Some nouns refer to more than one person, place or thing. Nouns which refer to more than one person, place or thing are called "plural." In most cases, a plural noun ends with the letter -s. If, however, a noun ends with the letters ch, sh, s, x or z, -es is used to show its plural form.</i></p> <p><i>There are times when the /s/ sound is added to a verb, words which show action. The rule is similar. If a verb ends in ch, sh, s, x, z or o, add -es</i></p> <p><i>When reading, if a word ends in -s or -es, you know the sound is /s/ or /z/.</i></p> <p><i>When writing, if a word ends in the sound /s/ or /z/, the sound could be written with the letters -s or -es.</i></p>				
	Inflectional ending: -s Routine 14	Inflectional ending: - es Routine 14	Inflectional endings: - s, -es Routine 15	Inflectional endings: - s, -es Routine 15	Inflectional endings: - s, -es Routine 15
Blending Sounds to Decoding	dogs, trains, boats, fans Routine 14		The birds ate the seeds in the five dishes. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		dishes, mixes, stitches, mashes Routine 15		The fox catches the mice in the nine boxes. Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		gade, spate, wame, thake Routine 29		hape, paze, drave, mabe Routine 30	
Sight Words	could, when, these Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. lunches 2. tapes 3. sits 4. passes 5. paints 6. May likes dogs, cats, foxes, and bats. Routine 35 – Takes place on Friday				

The Dog Itches

Three dogs are friends.

The dogs run and jump. One dog leaps
the hedges and lands in some plants.

The dog chases the other dogs.

Then the dog stops and sits.

She itches and scratches.

The plants made a mess of her skin!

She runs and leaps in a pond.

Now her skin itches much less.

Her friends are glad she can play.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the “-s” or “-es” word ending. Say the sound the word ending makes. Read the word.

chunks	batches	boxes	laps
--------	---------	-------	------

cards	punches	bosses	lakes
-------	---------	--------	-------

classes	skirts	scabs	wishes
---------	--------	-------	--------

munches	passes	mints	switches
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First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 22: Inflectional Endings: -ed

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ain and _eep Routine 10, 12
Phonics Skill: Inflectional Endings: -ed	<i>Note to the Teacher: An "inflectional ending" is a group of letters added to the end of a word that changes the meaning of a word.</i> <i>When an action happened in the past, the verb often ends in the letters -ed.</i> <i>When reading, if a verb ends with the letters -ed, it could mean the action happened in the past. The ending -ed could make the /d/, /t/ or /ed/ sound.</i> <i>When writing, if an action happened in the past, you may need to add the letters -ed.</i>				
	Inflectional ending: -ed Routine 14	Inflectional ending: - ed Routine 14	Inflectional endings: - ed Routine 14	Inflectional endings: - ed, -s, -es Routine 11	Inflectional endings: - ed, -s, -es Routine 14
Blending Sounds to Decoding	baked, chirped, rained, planted Routine 14		The girl crashed and needed help to get up. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		waited, limped, worked, started Routine 15		Joe liked the game we played. Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound</i>		keme, bese, vepe, meve Routine 29		fibe, lipe, zime, wike Routine 30	
Sight Words	ask, over, should Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. listed 2. thumped 3. leaked 4. parted 5. skated 6. Tim jumped on the street. Routine 35 – Takes place on Friday				

The Big Race

Van liked to run. She ran each day.

Her class had a big race with other classes.

At first, Van did not want to race.

Her friends asked her to race, and she said yes.

Van jumped up and down.

She had to get warm for the race.

The bell went off to start the race.

Van ran! She ran so fast.

Van crossed the line first!

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the “-ed” word ending. Say the sound the word ending makes. Read the word.

raced	pinched	jumped	liked
-------	---------	--------	-------

taped	turned	noted	harmed
-------	--------	-------	--------

lifted	missed	hated	sifted
--------	--------	-------	--------

played	planted	hitched	burned
--------	---------	---------	--------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 23: Inflectional Endings: -ing

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ose and _ay Routine 10, 11
Phonics Skill: Inflectional Endings: -ing	<i>Note to the Teacher: An "inflectional ending" is a group of letters added to the end of a word that changes the meaning of a word. When an action is happening right now, the verb often ends in the letters -ing. When reading, if a verb ends with the letters -ing, it could mean the action is happening in the present. When writing, if an action is happening in the present, you may need to add the letters -ing.</i>				
	Inflectional ending: -ing Routine 14	Inflectional ending: -ing Routine 14	Inflectional endings: -ing, ed Routine 11	Inflectional endings: -ing, -s, -es Routine 11	Inflectional endings review Routine 14
Blending Sounds to Decoding	playing, feeding, jumping, eating Routine 14		Is that game flashing and beeping? Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		training, thinking, reading, snorting Routine 15		Why is my mom is telling me I should be cleaning the car? Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		jove, lote, zoxe, sobe Routine 29		duve, gube, pude, suze Routine 30	
Sight Words	from, any, thing Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. eating 2. sleeping 3. panting 4. starting 5. painting 6. I like jumping and playing. Routine 35 – Takes place on Friday				

The Painting

Cam and his sis, Liz, liked painting.

They painted each day.

One day, Liz got sad. “This is not turning out the way I want,” she said.

“What are you painting?” asked Cam.

“I am wanting to paint a dog, but it is like a pig,” she said.

“Try making the ears little,” said Cam.

“Okay, I am painting little ears,” said Liz.

“You were right! Now it looks like a dog!”

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the “-ing” word ending. Say the sound the word ending makes. Read the word.

raining	acting	sorting	feeling
---------	--------	---------	---------

fitting	fighting	lisp	telling
---------	----------	------	---------

kissing	hailing	heating	waiting
---------	---------	---------	---------

ranting	storming	parking	stamping
---------	----------	---------	----------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 24: Compound words

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _all and _eat Routine 10, 12
Phonics Skill: Compound words	<i>Compound words are made up of two or more words put together to form a new word with a new meaning. When reading, if you come across a long word, look for smaller words within it to help you pronounce the word. When writing, if you want to spell a long word, ask yourself if there are smaller words inside it. If so, spelling the smaller words and putting them together will help you spell the compound word.</i>				
	Compound words Routine 24	Compound words Routine 25	Compound words Routine 24	Compound words Routine 25	Compound words Routine 24
Blending Sounds to Decoding	inside, upset, bedbug, sunrise Routine 14		I put the seashell into my backpack. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		lifetime, cannot, became, popcorn Routine 15		I know the children ate the pancakes and cupcakes. Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		tain, vay, laip, dray Routine 29		jaiz, daik, zay, pode Routine 30	
Sight Words	how, know, put Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. lifeline 2. backside 3. myself 4. sidestep 5. backdrop 6. I eat hotdogs inside the ballpark. Routine 35 – Takes place on Friday				

Bedroom Baseball

Kim liked baseball, so she made her bedroom into a baseball park.

The bed was first base.

Third base was the nightstand.

A bookcase was homebase.

Kim hit the baseball with a bat. It hit the desk hard.

Pop-Pop came in. “Why are you playing baseball inside? I am upset. Stuff might get hurt,” he said.

“I do not know,” said Kim. “I just wanted to play.”

Pop-Pop grunted. “Well, we will play in a real park, then. Get the backpack and fill it with baseball stuff.”

Pop-Pop and Kim played baseball at the real baseball park.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Draw a line between the two words inside the compound words. Say each word. Read the word. Say the meaning of the word.

herself	moonlight	homemade	backyard
---------	-----------	----------	----------

lifetime	meantime	become	himself
----------	----------	--------	---------

subway	limestone	northeast	forklift
--------	-----------	-----------	----------

southwest	itself	bootstrap	pickup
-----------	--------	-----------	--------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 25: Two-syllable words with -ing

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _alk and _oat Routine 10, 11
Phonics Skill: Two-syllable words with -ing	<p><i>We know words are made up of parts, syllables. Each syllable has a vowel sound. When a verb showing an action in the past has the -ing ending, the -ing usually represents a syllable..</i></p> <p><i>When reading, breaking a word into syllables makes a long word more manageable to decode. Look for spots to break the word into syllables, decode each syllable, then blend the syllables together to read the whole word. Remember, when seeing the letters -ing, you know that syllable says /ing/.</i></p> <p><i>When writing, breaking a word into syllables makes a long word more manageable to spell. Break the word into the syllables you hear. Spell each syllable. Combine the syllables to spell the whole word. Remember, if you hear /ing/, write the letters -ing. If a word ends in a short vowel and a single consonant, double the final consonant and add -ed or -ing.</i></p>				
	Two-syllable words with -ing Routine 26	Two-syllable words with -ing Routine 26	Two-syllable words with -ing Routine 26	Two-syllable words with -ing Routine 26	Two-syllable words with -ing Routine 26
Blending Sounds to Decoding	playing, stopping stretching, sitting Routine 14		Every child is calling my name! Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		jumping, slapping, tipping, feeling Routine 15		When should we be cutting and eating the steak? Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		teap, bey, keem, raix Routine 29		tain, streez, frode, veam Routine 30	
Sight Words	every, old, which Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. sitting 2. slumping 3. patting 4. lasting 5. panting 6. I am running when I see a kid hopping. Routine 35 – Takes place on Friday				

Singing

“I cannot sing,” I tell my friend. “My singing is bad.

“Are you singing a lot?” she asks.

“Not too much,” I say.

“You need to have some teaching and to do a lot of singing,” she says.

“I do?” I ask her.

“Yes. Getting to sing well takes time!”

“I am dreaming of being on stage, singing. Can you teach me?” I ask.

“Yes!” my friend says.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the “ing” and say the “ing” sound. Read the word.

hurting	sitting	snipping	trying
---------	---------	----------	--------

casting	stamping	getting	lighting
---------	----------	---------	----------

charting	floating	coating	leading
----------	----------	---------	---------

bleeding	kidding	salting	landing
----------	---------	---------	---------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 26: Two-syllable words with twin consonants

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ank and _ink Routine 10, 12
Phonics Skill: Two-syllable words with twin consonants	<p><i>We know words are made up of parts, syllables. Each syllable has a vowel sound. When a word has twin consonants, the word is divided in between the twin consonants when determining syllables. When reading, breaking a word into syllables makes a long word more manageable to decode. Look for spots to break the word into syllables, decode each syllable, then blend the syllables together to read the whole word. Remember, when seeing twin consonants within a word, the word can be divided into syllables in between the twin letters. When writing, breaking a word into syllables makes a long word more manageable to spell. Break the word into the syllables you hear. Spell each syllable. Combine the syllables to spell the whole word. Remember, often syllables are divided between twin consonants within a word.</i></p>				
	Two-syllable words with twin consonants Routine 26	Two-syllable words with twin consonants Routine 26	Two-syllable words with twin consonants Routine 26	Two-syllable words with twin consonants Routine 26	Two-syllable words with twin consonants Routine 26
Blending Sounds to Decoding	flatten, butter, pollen, channel Routine 14		The hidden village had the best muffins. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		hammer, traffic, luggage, success Routine 15		The children ate the biggest dinner. Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		oze, joat, smaz, quep Routine 29		voe, caix, flane, pren Routine 30	
Sight Words	Review previously taught sight words Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. gutter 2. fattest 3. kitten 4. digger 5. mallet 6. That cotton shirt is a bit ragged. Routine 35 – Takes place on Friday				

The Big Digger

The big digger has a backhoe on one side
and teeth on the other side.

It can lift the biggest piles of dirt.

It can make deep holes.

It can flatten hills.

I want to drive the digger.

I have to get bigger to drive the digger.

But when I have gotten big, I will drive a
digger!

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Draw a line between the twin consonants. Say each syllable. Read the word.

rabbit	wedding	summit	sudden
--------	---------	--------	--------

shipping	skittish	rotten	puffin
----------	----------	--------	--------

possum	nugget	reddish	mammal
--------	--------	---------	--------

pennant	maggot	prodded	redde
---------	--------	---------	-------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 27: Two-syllable words with two consonants

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ook and _old Routine 10, 11
Phonics Skill: Two-syllable words with two consonants	<p><i>We know words are made up of parts, syllables. Each syllable has a vowel sound. When a word has two consonants in the middle, the word is usually divided in between the two consonants when determining syllables.</i></p> <p><i>When reading, breaking a word into syllables makes a long word more manageable to decode. Look for spots to break the word into syllables, decode each syllable, then blend the syllables together to read the whole word. Remember, when seeing two consonants in the middle of a word, the word can be divided into syllables in between the two consonants.</i></p> <p><i>When writing, breaking a word into syllables makes a long word more manageable to spell. Break the word into the syllables you hear. Spell each syllable. Combine the syllables to spell the whole word. Remember, often syllables are divided between two consonants in the middle of a word.</i></p>				
	Two-syllable words with two consonants Routine 26	Two-syllable words with two consonants Routine 26	Two-syllable words with two consonants Routine 26	Two-syllable words with two consonants Routine 26	Two-syllable words with two consonants Routine 26
Blending Sounds to Decoding	cricket, absent, mascot, hectic Routine 14		The band with a banjo member came in first place in the contest. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		plastic, blister, napkin, pencil Routine 15		I was bitten by a huge bug at a picnic on the beach! Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		gade, hest, mish, plar Routine 29		nork, druck, splait, druft Routine 30	
Sight Words	after, think, two Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. bucket 2. lantern 3. ladder 4. pumpkin 5. hamster 6. The insects messed up the picnic. Routine 35 – Takes place on Friday				

The Bike Jump

I strap my helmet tight. The mattress is waiting under the jump.

I will go as fast as I can and then I will jump. My bike will fly!

I whisper to myself, "I can do this!" It is like a contest with myself to see if I can make the jump.

I lift up my feet and start. Faster and faster I go!

And then I am at the jump. I go up in the air and come back down on the mattress. I bump three times.

I made it!

My arm hurts. My hand hurts. My leg hurts.

I go inside to get some bandaids.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Draw a line between the consonants in the middle of the word. Say each syllable. Read the word.

dentist	target	winter	happen
---------	--------	--------	--------

gossip	letter	lumber	after
--------	--------	--------	-------

summer	contest	thunder	subject
--------	---------	---------	---------

problem	bedrock	napkin	hubcap
---------	---------	--------	--------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 28: Long vowel e: -y in two syllable words with twin consonants

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ow (as in row) and _each Routine 10, 11
Phonics Skill: Long vowel e: -y in two syllable words with twin consonants	<i>We know words are made up of parts, syllables. Each syllable has a vowel sound. We learned a word which has twin consonants can be divided into syllables in between the twin consonants.</i> <i>When reading a two-syllable word which ends in twin consonants and the letter -y, the -y makes the "long e" sound.</i> <i>When writing, if the word ends in the "long e" sound, the sound could be spelled with the letter y.</i>				
	Long vowel e: -y in two syllable words with twin consonants Routine 26	Long vowel e: -y in two syllable words with twin consonants Routine 26	Long vowel e: -y in two syllable words with twin consonants Routine 26	Long vowel e: -y in two syllable words with twin consonants Routine 26	Long vowel e: -y in two syllable words with twin consonants Routine 26
Blending Sounds to Decoding	happy, baggy, smelly, witty Routine 14		Daddy drove the car on the foggy night. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		skinny, messy, buggy, silly Routine 15		The silly kitty had a penny on his belly. Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		lorn, gaib, theach, wace Routine 29		chay, bort, blait, whid Routine 30	
Sight Words	going, walk, again Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. patty 2. doggy 3. puffy 4. muggy 5. potty 6. This sippy cup is a bit tippy. Routine 35 – Takes place on Friday				

The Silly Kitty

Poppy was a pretty little kitty. Her glossy coat gleamed.

Poppy was silly, too. From time to time, she did things that were not planned well.

She liked to go in boxes and other small spaces.

One day, Poppy tried to go in a little box. Poppy said to herself, “This box is small. I must make myself skinny.”

She started to go in the box. She got her belly in, but her face could not fit. Then she tried to escape. “I cannot get free!” she said.

She cried and cried until her friend helped her out.

“Silly kitty,” said her friend.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Draw a line between the consonants in the middle of the word. Say each syllable. Read the word.

witty	nippy	potty	sappy
-------	-------	-------	-------

patty	floppy	puppy	skippy
-------	--------	-------	--------

snippy	muddy	crummy	jelly
--------	-------	--------	-------

itty	bitty	flappy	lobby
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First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 29: Contractions: am, will, is

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ow (as in cow) and _ing (as in sing) Routine 10, 12
Phonics Skill: Contractions: am, will, is	<i>A word produced by combining two or more words together and leaving out some of the letters/sounds is called a contraction. An apostrophe is used in contractions to show where letters/sounds have been left out.</i> <i>When reading, if a word contains 'm, you know the word stands for ___ am. If a word contains 'll, you know the word stands for ___ will. If a word contains 's, you know the word stands for ___ is.</i>				
	Contractions: am, Routine 14	Contractions: am, will Routine 15	Contractions: am, will, is Routine 15	Contractions: am, will, is Routine 14	Contractions: am, will, is Routine 11
Blending Sounds to Decoding	I'm he'll she's they'll Routine 14		She'll stay with me until I'm feeling better. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		she'll he's there's I'm Routine 15		I'm running home to see if there's any thing missing. Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		poz bofe zaid yise Routine 29		voak hamp bute lige Routine 30	
Sight Words	may, fly, would Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. she'll 2. he's 3. it's 4. they'll 5. basket 6. I'm happy there's a cracker for me to eat. Routine 35 – Takes place on Friday				

A New Trip

I'm a person who likes things to stay the same. I'm happy when there's not too much going on. When a friend asks what I want to do, I'll say, "Let's stay home and play games."

So think about how I felt when my grandad said, "We are going on a big road trip next week!" I felt upset! I would have liked to stay home.

The next week, we all got in the car. As we drove, grandad kept telling me to look at things outside. "There's a pretty hill!" he would say.

I have to admit, after a while, I liked the trip. I might like new things after all!

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the apostrophe. Say the two words in the contraction. Read the contraction.

I'm	there's	they'll	he's
-----	---------	---------	------

we'll	she's	it's	Chen's
-------	-------	------	--------

I'll	that'll	Shay's	he'll
------	---------	--------	-------

it'll	here's	where's	she'll
-------	--------	---------	--------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 30: Contractions: not, have, are

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _out and _ail Routine 10, 11
Phonics Skill: Contractions: not, have, are	<i>A word produced by combining two or more words together and leaving out some of the letters/sounds is called a contraction. An apostrophe is used in contractions to show where letters/sounds have been left out.</i> <i>When reading, if a word contains n't, you know the word stands for ___ not. If a word contains 've, you know the word stands for ___ have. If a word contains 're, you know the word stands for ___ are.</i>				
	Contractions: not Routine 14	Contractions: not, have Routine 15	Contractions: not, have, are Routine 11	Contractions: not, have, are Routine 11	Contractions: not, have, are, am, will, is Routine 14
Blending Sounds to Decoding	can't hasn't I've we're Routine 14		She isn't happy since I can't go. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		weren't I've isn't they're Routine 15		They're going to the show since I've seen it once. Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		hibe em yait seeft Routine 29		weg daid ip dey Routine 30	
Sight Words	round, give, once Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. hasn't 2. nippy 3. they've 4. we're 5. wouldn't 6. We weren't playing with the stuff you've made. Routine 35 – Takes place on Friday				

A Sticky Problem

I'll admit, I didn't think about it. I just did it.

It wasn't a good idea.

I was playing and the lamp broke. I didn't do it. It just fell. Fine, I did do it. Sort of.

I couldn't have bits of lamp on the rug like that, but I didn't have glue.

Now, glue is sticky. And jam is sticky.

I said to myself, "If glue is sticky and jam is sticky, could the jam stick the bits of the lamp to each other?"

Well, it didn't work. I wish it would've! When my mom got home, the rug, the lamp bits, and I were all jammy.

It was quite a sticky problem.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the apostrophe. Say the two words in the contraction. Read the contraction.

they're	we've	aren't	she's
---------	-------	--------	-------

they've	we'll	could've	Chen's
---------	-------	----------	--------

we're	don't	musn't	wouldn't
-------	-------	--------	----------

it's	there's	couldn't	didn't
------	---------	----------	--------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 31: Review

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _oi and _ang Routine 10, 11
Phonics Skill: Review	<i>Use classroom data to intentionally identify skill to review:</i> <ul style="list-style-type: none"> • Short Vowels (Routines 11, 12, 13) • Blends (Routines 17, 11, 12, 15) • Digraphs (Routines 18, 6, 11, 15) • Long Vowels with Silent -e (Routines 19, 20, 21, 11, 12) • Long Vowel Teams (19, 23, 11, 22) • Adding, Deleting and/or Substituting Letters/Sounds (Routines 3, 4, 5, 16) • R-Controlled Vowels (Routines 18, 11, 14, 15) • Inflectional Endings (Routines 14, 15, 11) • Word Families (Routines 10, 11, 12) • Soft c, g (Routines 11, 14) • Compound Words (Routines 24, 25) • Two-syllable Words (Routines 26) • Contractions (Routines 14, 15, 11) <i>Choose routine to support skill being reviewed.</i>				
Blending Sounds to Decoding	flag stream wages stepping Routine 14		The brown and white puppy ran and begged for a treat. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		brake toes goat sleeping Routine 15		The two children are singing and jumping. Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		naif hent trimp daist Routine 29		pid yope queed zuzz Routine 30	
Sight Words	open, has, live Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. pig 2. might 3. fake 4. padded 5. isn't 6. The bird eats three insects each morning. Routine 35 – Takes place on Friday				

My Sad Friend

I hurt Tad's feelings. I didn't mean to.

We were playing on the playground. He liked swinging on the bars. I didn't want to swing on the bars, so I went to play with my other friend, Kim. Kim likes to make things and she was making a fort out of branches.

When we lined up to go inside, Tad wouldn't look at me. "Tad, why are you upset?" I said.

"You know why!" he said in a mad way.

"I don't know," I said.

"You left me to play with Kim!" he said.

"You are my good friend. I like you a lot. I just don't like swinging on the bars," I said.

"Oh. I like you too," he said.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the pattern(s) you notice. Read the pattern(s).
Read the whole word.

scrunch	parted	intake	race
---------	--------	--------	------

corn	stain	code	moan
------	-------	------	------

chatty	plate	patted	lantern
--------	-------	--------	---------

kitten	basket	sparked	didn't
--------	--------	---------	--------

First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 32: Review

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _ew and _aw Routine 10, 12
Phonics Skill: Review	<p><i>Use classroom data to intentionally identify skill to review:</i></p> <ul style="list-style-type: none"> • Short Vowels (Routines 11, 12, 13) • Blends (Routines 17, 11, 12, 15) • Digraphs (Routines 18, 6, 11, 15) • Long Vowels with Silent -e (Routines 19, 20, 21, 11, 12) • Long Vowel Teams (19, 23, 11, 22) • Adding, Deleting and/or Substituting Letters/Sounds (Routines 3, 4, 5, 16) • R-Controlled Vowels (Routines 18, 11, 14, 15) • Inflectional Endings (Routines 14, 15, 11) • Word Families (Routines 10, 11, 12) • Soft c, g (Routines 11, 14) • Compound Words (Routines 24, 25) • Two-syllable Words (Routines 26) • Contractions (Routines 14, 15, 11) <p><i>Choose routine to support skill being reviewed.</i></p>				
Blending Sounds to Decoding	funny dice wheat shell Routine 14		It's a hot, sunny and muggy day! Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		reach weep she's shame Routine 15		He'll open two windows to let the breeze in. Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		nove jemp zeem hox Routine 29		shar muv jaint thite Routine 30	
Sight Words	Review previously taught sight words Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. blanket 2. morning 3. spray 4. splashes 5. carpet 6. The main street runs past the playground. Routine 35 – Takes place on Friday				

A New Game

There's always the same stuff at the park. You can swing, you can slide, you can play kickball, or you can play tag. But all that can get boring.

That is why I am going to invent a new game. My game will be so much fun. All of the other children will like it.

It might not be just the children here who like my new game. All of the children in the U.S.A. might like my game!

I might get to go on T.V. to tell the news person about my game. I might get rich!

What? You want to play kickball? Let's do that – I'll invent my game later.

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the pattern(s) you notice. Read the pattern(s).
Read the whole word.

drain	plate	planted	mash
-------	-------	---------	------

sharpen	lampshade	bitter	boating
---------	-----------	--------	---------

stopped	squeal	instruct	splendid
---------	--------	----------	----------

skate	crept	bandstand	helper
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First Grade Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 33: Review

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Families					Word Families _oy and _ook Routine 10, 11
Phonics Skill: Review	<p><i>Use classroom data to intentionally identify skill to review:</i></p> <ul style="list-style-type: none"> • Short Vowels (Routines 11, 12, 13) • Blends (Routines 17, 11, 12, 15) • Digraphs (Routines 18, 6, 11, 15) • Long Vowels with Silent -e (Routines 19, 20, 21, 11, 12) • Long Vowel Teams (19, 23, 11, 22) • Adding, Deleting and/or Substituting Letters/Sounds (Routines 3, 4, 5, 16) • R-Controlled Vowels (Routines 18, 11, 14, 15) • Inflectional Endings (Routines 14, 15, 11) • Word Families (Routines 10, 11, 12) • Soft c, g (Routines 11, 14) • Compound Words (Routines 24, 25) • Two-syllable Words (Routines 26) • Contractions (Routines 14, 15, 11) <p><i>Choose routine to support skill being reviewed.</i></p>				
Blending Sounds to Decoding	foxes dinner quiet tease Routine 14		I'll brush my teeth and get dressed for bedtime. Routine 27		
Segmenting to Spelling <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		quite inside church swish Routine 15		How did the baseball end up in the bathtub? Routine 28	
Nonsense Words <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		clain weach fleep zun Routine 29		wid blean quam noab Routine 30	
Sight Words	Review previously taught sight words Routine 31, 32				
Reading Decodable Text	Echo Read Routine 33	Choral Read Routine 33	Partner Read Routine 33	Independent Read Routine 33	
Identifying Patterns and Reading Words	First Line Routine 34	Second Line Routine 34	Third Line Routine 34	Fourth Line Routine 34	
Formative Assessment – Fri.	1. takeout 2. patch 3. they're 4. carton 5. dodge 6. This pattern seems to go on and on. Routine 35 – Takes place on Friday				

I Can Do New Things

I have worked so hard in first grade. There's so much to know. I have worked hard in math, I have worked hard in reading, and I have worked hard to be nice to others.

I feel so good about all of the work I've done. I could barely read at all when I started in the fall. Now I can read big words like "basketball," "painter," "sidestreet," "wouldn't," and "flightplan."

I have made a lot of friends. My teacher helped me to treat others well.

I will miss my classmates and my teacher in the summer, but I will have a lot of fun, too.

See you in second grade!

First Grade Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the pattern(s) you notice. Read the pattern(s).
Read the whole word.

might	streetcar	floss	can't
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mess	crossing	pendant	shirt
------	----------	---------	-------

lace	land	plotted	ratty
------	------	---------	-------

mossy	splat	chatted	smiled
-------	-------	---------	--------

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