**1st Grade**

FIRST QUARTER LEARNING PRIORITIES

FIRST QUARTER

CORE COMPETENCY DEVELOPMENT

 

**For resources to support first quarter progress, go to**

[**http://teacher.depaul.edu**](http://teacher.depaul.edu)**.**

**Polk Bros. Foundation Center for Urban Education**

**at DePaul University**

**MATH MIX: New and Continuing PRIORITIES**

Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is designed to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework, art, science, social science--*Integrating math into science and social science makes math more meaningful.*

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Emphasize learning math facts through counting games and other kinds of practice.

**Daily kinds of assessment:**

 \_\_glossary \_\_journal \_\_my own example \_\_change the problem, solve it

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**Weekly kinds of assessment:**

\_\_write math page—fact booklets \_\_make my own “anchor chart”

\_\_complete a problem that the teacher starts

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**Common Core First Grade Literacy Standards Emphasized**

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| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. Retell stories, including **key details**, and **demonstrate understanding** of their **central message** or **lesson**. | 2. Identify the **main topic** and **retell** **key details** of a text. |
| 3. **Describe** **characters**, **settings**, and major **events** in a story, using **key details**. | 3. **Describe** the **connection** between two individuals, **events**, **ideas**, or pieces of information in a text. |
| ***CRAFT AND STRUCTURE*** | ***CRAFT AND STRUCTURE*** |
| 4. Identify **words and phrases** in stories or poems that suggest feelings or appeal to the senses. | 4. Ask and answer questions to help **determine** or clarify the meaning of **words and phrases** in a text. |
| 5. **Explain** major **differences** between books that tell stories and books that give information, drawing on a wide reading of a range of **text types**. | 5. Know and use various **text features** (e.g., headings, tables of contents, glossaries, electronic menus, icons) to **locate** key facts or information in a text. |
| 6. Identify who is telling the story at various points in a text. | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 7. Use illustrations and details in a story to describe its characters, setting, or events. | 7. Use the illustrations and details in a text to describe its key ideas. |

*Integrated Standards:* Standard 1—ask and answer questions about key details in a text—is the basis for responding to questions and completing tasks based on the other reading standards. Progress in each standard supports standard 10 -- With prompting and support, **read** **prose** and **poetry** and informational texts appropriately complex for grade 1.

*Nonfiction reading competencies are developed each week in science or social science—ideally students focus on only one nonfiction subject for five weeks so that students learn that content and learn how to read nonfiction.*

All the reading competence development is designed to reach standard 10:

|  |  |
| --- | --- |
| With prompting and support, **read** **prose** and **poetry** of appropriate complexity for grade 1. | With prompting and support, **read informational texts** appropriately complex for grade 1. |

***Integrate the Conventions in Writing and Speaking***

SOURCE of Common Core Standards cited in this guide: [*http://www.corestandards.org*](http://www.corestandards.org)

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**These lists are set up with lines so that you can check your students’ learning priorities for this quarter.**

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| ***CONVENTIONS IN WRITING AND SPEAKING*** |
| * 1. Observe conventions of grammar and usage.

\_\_a. Print all upper- and lowercase letters.\_\_b. Use singular and plural nouns with matching verbs in simple sentences (e.g., *He hops*; *We hop*).\_\_c. Use subject, object, and possessive pronouns in speaking and writing (e.g., *I*, *me*, *my*; *they*, *them*, *their*).\_\_d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).\_\_e. Understand and use frequently occurring prepositions in English (e.g., *during*, *beyond*, *toward*).\_\_f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.\_\_g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject. |
| * 2. Observe conventions of capitalization, punctuation, and spelling.

\_\_a. Capitalize names, places, and dates.\_\_b. Use end punctuation for sentences, including periods, question marks, and exclamation points.\_\_c. Use commas in dates and to separate single words in a series.\_\_d. Use conventional spelling for words with common spelling patterns and for common irregular words.\_\_e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.\_\_f. Form new words through addition, deletion, and substitution of sound and letters (e.g., an → man → mat → mast → must → rust → crust). |
| ***VOCABULARY ACQUISITION AND USE*** |
| * 4. Determine word meanings (*based on grade 1 reading*).

\_\_a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.\_\_b. Use sentence-level context as a clue to the meaning of an unknown word.\_\_c. Use common affixes in English as a clue to the meaning of an unknown word.\_\_d. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).\_\_e. Demonstrate understanding of the concept of multiple-meaning words (e.g., match, kind, play) by identifying meanings of some grade-appropriate examples of such words. |
| * 5. Understand word relationships.

\_\_a. Build real-life connections between words and their use (e.g., note places at home that are cozy).\_\_b. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining, choosing, or acting out the meanings. |
| * 6. Use newly learned words acquired through conversations, reading, and responding to texts.
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**The Speaking and Listening Standards are Keys to Learning–Check the standards you will emphasize in “collaborative conversations” during 1st quarter.**

**Comprehension and Collaboration**

* [SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

[\_\_SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[\_\_SL.1.1b](http://www.corestandards.org/ELA-Literacy/SL/1/1/b/) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

[\_\_SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1/1/c/) Ask questions to clear up any confusion about the topics and texts under discussion.

* [SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
* [SL.1.3](http://www.corestandards.org/ELA-Literacy/SL/1/3/) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

* [SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
* [SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
* [SL.1.6](http://www.corestandards.org/ELA-Literacy/SL/1/6/) Produce complete sentences when appropriate to task and situation.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

SOURCE of Common Core Standards cited in this guide: [*http://www.corestandards.org*](http://www.corestandards.org)

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**First Grade: First Quarter, Weeks 1-2 Learning Priorities**

***Use LITERACY TERMS in instruction and discussions.***

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| **Literature** **Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.1—Answer questions with information from textCCSSRL1.3—describe characters, events in a story.Literacy terms: story; information; character; trait; writer, illustrator | * Take reading interest survey—“What’s your favorite story?” “What kinds of books do you like?”
* Identify parts of a book, role of writer, illustrator.
* Listen for information (ongoing)
* Answer literal questions about persons and actions in a story.
* Identify**/**infer character traits based on actions. Relate to classroom traits (rules). (See next page.)

**Integrate Writing**: Write words that tell about your favorite book. | * Retell/ Identify/describe: where and who for story or event.
* Guided by teacher, infer why/reasons for actions.
* Also relate to traits—what does the action show about the character?
* Refer to parts of the book to tell where the information is that is used to answer questions.

**Integrate Writing**: Write /draw about a character you like. |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books\_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)CCSSRI.1.1Locate informationliteracy terms: information; question; picture book | * Survey: What do you like about science?
* Locate information in pictures or book in response to questions.
* Start picture glossary—words of science.
 | * Survey/clarify: how do people learn science?
* Locate information in response to questions about object, picture, book
* Continue picture glossary.
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.1.1 Locate informationLITERACY TERMS: INFORMATION; QUESTION; PICTURE BOOK | *Assess, then develop:** What is a community?
* What rules help our classroom community?

**Integrate writing:** Write about our classroom community. | * What happens in our school? (Recommended—visit different parts of the school each day.)
* What jobs do people do?
* Locate information in book, picture

**Integrate Writing:** Write about our school.  |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)ConventionsWrite/Speak in sentences (ongoing)  | * Identify basic rules for sentence.
* Post good examples that come from books.
 | * Use periods.
* Write example of good sentence.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to sight words include the Fry Phrases; students should write phrases and sentences with sight words and other words. | Assess knowledge of alphabet.Assess knowledge of phonics.Sight Words: Assess current knowledge. Begin sight word activities, including sentence building. | PHONICS FOCUS: Recommended: Start phonics book—students make booklet with letter and pictures—more than one picture per letter.Sight Words: |

**SEL Connects: literature, history, science, math—**

 **learning—life—SEL is everywhere!**

***Example—You can set up a display—students choose, then illustrate traits.***

**What character traits are most important to our classroom community? Here are three. Add yours!**

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| **Careful** | **helpful** | **cooperative** |
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**Personalize learning from the beginning:**

**Make a Literacy Survey to**

**Learn What Your Students Like.**

You can complete this survey in a few different ways. Students can write their answers and then cut out the rectangles and make a bar graph. Students can interview each other. Students can fill in the boxes and give you the page to keep now and then take the same survey in a few months to see how their ideas change. PreK-1st grade students can give their responses orally or draw pictures.

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| 1. What is your favorite kind of book to read?
 | 1. What is your favorite story?
 |
| 1. What is your favorite TV show?
 | 1. What do you like about that TV show?
 |
| 1. What do you like to write?
 | 1. What do you want to learn more about?

Animals, countries, famous people, music, sports, or another topic? |

**First Grade: First Quarter, Weeks 3-4 Learning Priorities**

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| **Literature** **Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.2—retell story, then infer (1.1)literacy terms: sequence; event; before; after; predict  | * Read/listen to
* Identify information about place, person, action
* Sequence events (before/after)
* Follow words on page (ongoing)

INTEGRATE WRITING: JOURNAL  | * Identify character, actions
* Retell part of a story.
* Predict what will happen next.
* Explain why you make that prediction.

INTEGRATED WRITING: JOURNAL |
| **Nonfiction Sources** | \_ picture books \_big books \_topic/trade books \_\_videos \_\_museum exhibit \_\_picture dictionary | \_ picture books \_big books \_topic/trade books \_\_videos\_\_museum exhibit \_\_picture dictionary |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.1.1 answer questions based on textCCSSR1.4 develop academic vocabularyliteracy terms: picture; parts of a book; cover; table of contents; glossary; list | * *Use parts of a book to Locate information (literal) in response to questions.*
* *Make picture glossary--this can be a display and a continuing activity.*

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| --- | --- |
| Word | Picture |
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*INTEGRATE WRITING: SCIENCE OR SOCIAL STUDIES JOURNAL* | * *Use parts of a book to locate, then List information.*
* *Make picture glossary—students also can turn this into a matching task if the words and pictures are cut apart.*

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| --- | --- |
| Word | Picture |
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INTEGRATED WRITING: SCIENCE OR SOCIAL STUDIES JOURNAL |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*Conventions**SPEAK AND WRITE IN COMPLETE SENTENCES.* | * Write or sequence or complete sentences with period and capitalization.
* Draw picture to show what a sentence says.
 | * Write or sequence or complete sentences with period and capitalization.
* Draw picture to show what a sentence says.
 |
| [**Word Patterns**](http://teacher.depaul.edu/html/vocabulary.html)In addition to sight words include the Fry Phrases; students should write phrases and sentences with sight words and other words. | PHONICS FOCUS: Sight Words: | PHONICS FOCUS: Sight Words: |

**First Grade: First Quarter, Weeks 5-6 Learning Priorities**

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| **Literature** **Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.1--answer questions with evidence;1.2—identify details of storyliteracy terms: story: place; character; action; sequence; opinion | * Identify character, describe place, recall actions.
* Read/listen to identify sequence
* Tell opinion of story.

INTEGRATE WRITING: Construct or sequence or complete sentences to tell a story or event with **details.** *(Use the reading of the week as a mentor text—point out how the writer uses details to tell the story.)*Continue JOURNAL. | Mid-Quarter Assessment: Continue to develop story interpretation—**increasing use of details from story**.* Identify character, describe place, recall actions.
* Read/listen to identify sequence
* Tell opinion of story.

INTEGRATE WRITING: Connect writing to literature: Construct or sequence or complete sentences to tell a story or event with **details.** (Use the reading of the week as a mentor text—point out how the writer uses details to tell the story.)Continue JOURNAL.  |
| **Nonfiction Sources** | \_ picture books \_big books \_topic/trade books \_\_videos \_\_museum exhibit \_\_picture dictionary | \_ picture books \_big books \_topic/trade books \_\_videos\_\_museum exhibit \_\_picture dictionary |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.1.2Locate information*literacy terms:skill; illustration; list; fact; important information* | * Locate information in illustrations and books—may be presented in a video or read aloud by teacher.
* Guided by teacher, make a list of facts.

EXAMPLE: Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Important Information*Students can dictate information and/or picture it.**INTEGRATE WRITING: GROUP OR INDIVIDUAL SENTENCES ABOUT TOPIC.* | MID QUARTER ASSESSMENT* Locate and **classify** information (recommended: chart)

*Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |
| --- | --- |
| *Facts about \_\_* | *Facts about \_\_* |
|  |  |
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*INTEGRATE WRITING: GROUP OR INDIVIDUAL SENTENCES ABOUT TOPIC.* |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*Conventions**SPEAK and WRITE IN COMPLETE SENTENCES.* | * Write examples of good sentences with correct capitalization and punctuation. Improve sentences that need capitals or periods.
 | MID QUARTER ASSESSMENTCorrect sentences that need capitalization or periods.  |
| **Word Patterns** In addition to sight words include the Fry Phrases; students should write phrases and sentences with sight words and other words. | PHONICS FOCUS: Sight Words: | PHONICS FOCUS: Sight Words: |

**First Grade: First Quarter, Weeks 7-8 Learning Priorities**

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| **Literature** **Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.2Summarize, identify theme/messageliteracy terms:theme; supporting information; story parts | **INFER THEME, Identify supporting information** * Retell story read independently (setting, plot, character)
* Identify (with guidance) the theme and support your conclusion: how the parts help you understand it.

INTEGRATE WRITING: Construct or complete sentences to tell the important parts of a story with details and **sequence words.** CONTINUE READER’S JOURNAL. | **INFER THEME, Identify supporting information** * Retell story read independently (setting, plot, character)
* Identify (with guidance) the theme and support your conclusion: how the parts help you understand it.

INTEGRATE WRITING: Construct or complete sentences to tell the important parts of a story with details and **sequence words.** CONTINUE READER’S JOURNAL. |
| **Nonfiction Sources** | \_ picture books \_big books \_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books \_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.1.2Locate information, then summarizeliteracy terms:summarize; fact; main idea  | * *USE PARTS OF A BOOK to locate, List important information. Students can illustrate the facts.*

|  |  |
| --- | --- |
| Fact | Picture |
|  |  |
|  |  |

* *Summarize what you learned. (The fact chart can scaffold this.)*
* *Then (guided by teacher) identify main idea we learned based on summary. This can be a week-long activity with the main idea an end-of week focus.*

*INTEGRATE WRITING: WRITE SENTENCES IN A LEARNING JOURNAL.* | * *Use parts of a book to locate, List important information. Students can illustrate the facts.*

|  |  |
| --- | --- |
| Fact | Picture |
|  |  |
|  |  |

* *Summarize what you learned. (The fact chart can scaffold this.)*
* *Then identify main idea we learned based on summary (guided by teacher). This can be a week-long activity with the main idea an end-of week focus.*

*INTEGRATED WRITING: WRITE SENTENCES IN A LEARNING JOURNAL.* |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*Conventions*SPEAK and WRITE IN COMPLETE SENTENCES. | * Write sentence with question mark. Then write sentence with period that answers the question.
 | * Write sentence with question mark. Then write sentence with period that answers the question.
 |
| **Word Patterns** In addition to sight words include the Fry Phrases; students should write phrases and sentences with sight words and other words. | PHONICS FOCUS: Sight Words: | PHONICS FOCUS: Sight Words: |

**First Grade: First Quarter, Week 9 Learning Priorities**

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|  | **Quarter 1 Comprehensive Assessment** |
| **Literature** **Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.2Summarize, identify theme/messageLITERACY TERMS: SUMMARY; THEME | **Comprehensive assessment*** **How do you read a story? Tell what you look for and think about.**
* Explain how you figure out what a story’s lesson is.
 |
| **Nonfiction Sources** | \_ picture books \_big books \_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**Or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.1.2**summarize**LITERACY TERMS: SUMMARIZE; FACT; MAIN IDEA  | Comprehensive Assessment:* *How do you use the parts of a nonfiction book?*
* *How do you know if something is a fact?*
* *How do you know if it is important information?*
* *What ideas have we learned?*
* *What have we learned about how to learn when we read about science or social science topics?*
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Conventions  | Comprehensive Assessment:Write descriptive and question sentences with correct punctuation and capitalization. |
| [**Word Patterns**](http://teacher.depaul.edu/html/vocabulary.html) In addition to sight words include the Fry Phrases; students should write phrases and sentences with sight words and other words. | PHONICS FOCUS: Sight Words:Use sight words in sentences. |