

Print Concepts- First Grade Unit 3

RF.1.1 Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Skills

While orally reading beginning text, notice and respond to all end punctuation by adjusting vocal intonation.

Model Activities

To practice the inflection required by punctuation, insert punctuation into the alphabet sequence and ask students to choral read: A, B, C! D, E. F, G, H, I? J, K, L, MNO. PQ? R S T. U, V, W! X, Y, Z. (RF.1.1a)

Extract a passage from a mid-first-grade reader; omit end punctuation and commas, and place on an overhead or chart. Read aloud, pausing where punctuation occurs. Ask students to supply what is missing. Or, mix up the punctuation and see how it changes meaning. (RF.1.1)

Phonological Awareness- First Grade Unit 3

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words

Skills

Within the context of a simple story, blend two- and three-phoneme words, without consonant blends, that have been orally segmented.

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

Skills

Given a two- or three-phoneme word, segment and pronounce the sounds in sequence.

Model Activities

Selecting sentences from stories you've read aloud, segment some words as you read, asking for students' help in putting them together: "This is story about a town /m/ /ou/ /s/ (_____) [pause—let students supply whole word] and a country mouse." (RF.1.2d)

Using spoken words with all medial vowel sounds (long, short, diphthong, r-controlled), build segmentation fluency with this routine:

Say a word.

Students repeat.

Segment the sounds orally as a finger is raised for each phoneme.

Sweep the hand from left to right as the word is blended.

(Note: At this stage, students should be fluent and proficient with segmentation of one-syllable words.)
(RF.1.2b,d)

Phonics and Word Recognition- First Grade Unit 3

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

Skills

Learn sound-spelling associations by means of a see/hear/say/and write sequence: /sh/ spelled sh, /th/, /ch/, /k/ spelled k, /ā/ spelled a and a_e, /j/ spelled j and -dge, /j/ spelled ge, gi, /i/ spelled i, i_e, /s/ spelled ce, ci, /ō/ spelled o, o_e, /z/ spelled s, /v/, /ū/ spelled u, u_e, /ē/ spelled e, e_e, /ē/ spelled ee, ea, /kw/ spelled qu, long vowels + r, /ē/ spelled y, _ie_, /ā/ spelled ai, ay, /ī/ spelled igh, /ī/ spelled y, ie, /ng/ spelled -ng

Apply associations to blending and reading simple words in isolation and in connected text.

b. Decode regularly spelled one-syllable words.

Skills

Learn sound-spelling associations by means of a see/hear/say/and write sequence: /sh/ spelled sh, /th/, /ch/, /k/ spelled k, /ā/ spelled a and a_e, /j/ spelled j and -dge, /j/ spelled ge, gi, /i/ spelled i, i_e, /s/ spelled ce, ci, /ō/ spelled o, o_e, /z/ spelled s, /v/, /ū/ spelled u, u_e, /ē/ spelled e, e_e, /ē/ spelled ee, ea, /kw/ spelled qu, long vowels + r, /ē/ spelled y, _ie_, /ā/ spelled ai, ay, /ī/ spelled igh, /ī/ spelled y, ie, /ng/ spelled -ng

Apply associations to blending and reading simple words in isolation and in connected text.

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

Skills

Learn sound-spelling associations by means of a see/hear/say/and write sequence: /sh/ spelled sh, /th/, /ch/, /k/ spelled k, /ā/ spelled a and a_e, /j/ spelled j and -dge, /j/ spelled ge, gi, /i/ spelled i, i_e, /s/ spelled ce, ci, /ō/ spelled o, o_e, /z/ spelled s, /v/, /ū/ spelled u, u_e, /ē/ spelled e, e_e, /ē/ spelled ee, ea, /kw/ spelled qu, long vowels + r, /ē/ spelled y, _ie_, /ā/ spelled ai, ay, /ī/ spelled igh, /ī/ spelled y, ie, /ng/ spelled -ng

Apply associations to blending and reading simple words in isolation and in connected text.

g. Recognize and read grade-appropriate irregularly spelled words.

Skills

Read accurately at least 60 high frequency, irregular words.

Read plural nouns with -s and -es and verbs with -ing.

Model Activities

(Note: Introduce about two to three new sounds per week.) Conduct daily quick drills with learned sound-symbol associations. Give students letter (or grapheme) tiles, including digraphs and vowel teams (*ng, th, ck, ee*, etc.) written on one tile. Students can practice one-minute speed drills in pairs, naming the sounds for the graphemes. (RF.1.3a,b,c)

To teach the VCe pattern for long vowels, use letter tiles to show how —magic e changes words: *mad-made, hop-hope, pet-Pete, cut- cute, hid-hide*. (RF.1.3a,b,c)

Ask students to underline target letter combinations before blending whole words with a new letter

pattern: close, cent, nice; dodge; high. (RF.1.3a,b,c)

Model Activities continued

With letter (grapheme) tiles, construct whole words with three to four learned sounds. You say a word; students repeat the word, build it, blend it, and use it in a sentence. (RF.1.3a,b,c)

Use a pocket chart to add inflections –ing, -s, and –es to base words that do not require doubling or dropping silent e (walk-ing, shout-s, pick-ing; pass-es, fox-es). Challenge students to use inflected word in spoken sentences, and discuss how the ending changes the word’s meaning. (RF.1.3g)

Fluency- First Grade Unit 3

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

Skills

By mid-year, read twenty to thirty words correctly per minute in unrehearsed grade level text with 96% accuracy or better, and demonstrate comprehension through retelling.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Skills

Given printed phrases or phrase markers, reread a familiar passage, adjusting intonation and expression to convey meaning.

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

Skills

On encountering an unknown word, the reader a) looks carefully at the letter sequence, b) sounds out the word, and c) checks the sense within the whole sentence or passage. If it does not make sense, he or she rereads or asks for assistance.

Model Activities

Using an overhead projector or large print book, mark the phrases and read them aloud as you sweep your hand under the groups of words. Encourage students to sweep their fingers under the groups of words as they “smush” them together. (RF.1.4a,b,c)

Structure partner reading: Assign one person to be “reader” and the other to be “coach.” The coach can say, “Try that again” if an error is made. At the end of the book, coach asks the reader to tell what each page or part of the book was about. Students then change roles for the next book reading. (RF.1.4a,b,c)