

## Print Concepts- First Grade Unit 1

**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

On a printed page, identify examples of first and last letters in a word, first and last words on a page, and first and last words in a sentence.

Track print from left to right and top to bottom as the teacher reads the words aloud.

On a printed page, point to capital letters and end punctuation in sentences, and match periods, question marks, and exclamation points to sentence types.

### Model Activities

Give students pretend (or real) magnifying glasses to play detective with a simple book they are reading. After each term has been directly taught, play —I Spy to find examples of first (initial), last (final), middle (medial), top, bottom, left, right, and capital letters, and periods, question marks, and exclamation points. (RF.1.1a)

Using a big book or chart with familiar language, ask students to take turns pointing to printed words as the teacher says them. (RF.1.1a)

## Phonological Awareness- First Grade Unit 1

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

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

Skills

Orally segment, delete, and substitute syllables in multi-syllable words.

Listen for two or three widely contrasting vowel sounds (e.g., /ō/ and /ē/) in a series of spoken words; isolate and repeat a target sound when it is heard

Say the short vowel sounds in order of placement in the mouth; feel the jaw dropping for /i/, /ě/, /ă/, /ü/, /ö/ and match a word to another with the same short vowel sound.

### Model Activities

Using colored rectangles or cards (distinguished from any manipulative used to mark phonemes), ask students to decide how many rectangles are needed to mark the syllables of a spoken word: *detective*; *investigator*; *mystery*; *pilot*; *adventure*. Students put out a card for each syllable, while saying the syllables slowly. Then ask, “Which one is this?” Or ask, “What is left if I take this one away?” (RF.1.2a)

Create “vowel houses” where words with the same vowels live. Using picture cards or spoken words, ask students to listen for and pronounce the vowel in the word, and then place it in the right vowel house. Start with two vowels per activity; progress to more as the students become skilled. (RF.1.2a)

After demonstrating the jaw dropping as each short vowel is articulated, and providing a visual chart for reference, select the five short vowel sound-symbol cards and give them to students to hold. Say a word with a short vowel. The student with that card holds it up while everyone says the vowel sound and its key word, feeling how open or closed their mouth is and looking in the mirror if necessary. (RF.1.2a)

## Phonics and Word Recognition- First Grade Unit 1

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

#### b. Decode regularly spelled one-syllable words.

##### Skills

With reference to sound-spelling cards containing a keyword and major spellings for each sound, learn sound-spelling associations by means of a see/hear/say/and write sequence: /m/, /ă/, /t/, /h/, /p/, /n/, /k/ spelled c, /d/, /s/, /i/, /b/.

Blend and read simple words containing the taught sound-spellings, in isolation and in connected text.

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

##### Skills

Using a tracing, oral-spelling, and visual imagery routine, learn approximately three to five common **irregular** new words per week.

(NOTE: Many of the most common words in English do follow regular patterns of phonics and are no longer “irregular” once the patterns have been taught)

### Model Activities

(Note: Introduce about two new sounds per week.) As each new sound-symbol card is introduced, teach a simple story or rhyme about the sound (e.g., —This is Leo the Lion; he loves to lick lollipops...). With learned associations, play —I’m thinking of... (e.g., the letter that represents /h/; a sound that letter c can represent; a vowel that begins the word *apple*...). (RF.1.3b)

Teach sound-by-sound blending of simple words with two to four sounds on a chalkboard or whiteboard, as students watch and follow: For example, with the word “pin”, 1) write the spelling of the first sound [p] and say “sound” as you point to it; 2) write the second spelling [i] and say “sound” as you point to it; 3) sweep your hand from left to right under the letters as you say “blend it” ; 4) write the third spelling [n] and say “sound” as you point to it; 5) sweep your hand from left to right under the letters as you say “blend it.” Then say, “What’s the word?” Quickly use it in a spoken sentence. (RF.1.3b)

Blend fifteen to thirty words per day with sound-symbol associations that have been taught; then read in phrases, sentences, and books. Underline or color code the irregular words that don’t follow the learned patterns. (RF.1.3a,b,c,g)

## Fluency- First Grade Unit 1

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

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

##### Skills

Discriminate between sense and nonsense, and expect that printed words (if accurately read) will generally make sense.

### Model Activities

Play with —sense and —nonsense. Read a sentence, deliberately changing a key word or two. Ask students if it makes sense; if not, ask them to say why. (RF.1.4c)

Categorize words as “sense” or “nonsense”. Explain that reading, in general, should make sense. (RF.1.4c)