

Print Concepts- First Grade Unit 2

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

Pause and adapt phrasing in response to periods at the ends of sentences.

Model Activities

Before students read sentences or pages aloud, ask them to point to end punctuation. Model vocal phrasing indicated by each mark. Lead the group in choral reading of short sentences, and then call on individuals to reread sentences with appropriate phrasing and intonation. (RF.1.1a)

Phonological Awareness- First Grade Unit 2

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

Orally blend the first part of a word with a final consonant.

Substitute an initial or final consonant in a word and blend it into a new word.

Model Activities

Using the puppet that has trouble finishing his words (introduced in Kindergarten), pronounce words or names (preferably from the stories the students are reading) without the last sound. Ask students to help the puppet say the whole word *and* say the missing sound clearly in isolation. (RF.1.2b)

Play this listening game: The word is _____(shop). If I change /sh/ to /ch/, what's the new word?
Chop!

The word is _____(bake). If I change /k/ to /s/, what's the new word? Base! (RF.1.2b)

Phonics and Word Recognition- First Grade Unit 2

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: /r/, /f/, /g/, /ö/, /ks/ spelled x, /ar/, /k/ spelled -ck, /ü/, /z/, /l/, /ě/ spelled e and ea, /y/, /w/, /hw/ spelled wh, /er/ spelled ir, ur, or er.

Blend and read simple words containing the taught sound-spellings, 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: /r/, /f/, /g/, /ö/, /ks/ spelled x, /ar/, /k/ spelled -ck, /ü/, /z/, /l/, /ě/ spelled e and ea, /y/, /w/, /hw/ spelled wh, /er/ spelled ir, ur, or er.

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

Read accurately at least 35 high-frequency, irregular words.

Read regular plural nouns formed with -s and pronounced /s/ or /z/ (e.g., cats, dogs) and explain the meaning of the plural.

Model Activities

(Note: Introduce about two to three new sounds per week.) Conduct daily quick drills with learned sound-symbol associations: You say the sound, students say the letter(s); you say the letter(s), students say the sound; you say the sound, students write the letter(s). Automaticity is the goal. (RF.1.3a,b,c)

Teach blending of whole words with three to four sounds, as students watch and follow: 1) write the whole word—*f a s t*; 2) point to each letter-sound and say “sound”, cuing students to say the sounds in order—/f/ /a/ /s/ /t/; 3) sweep your hand from left to right under the letters, saying “blend it”; students say the whole word. Quickly use the word in a sentence. (RF.1.3a, b, c)

Blend fifteen to thirty words per day with sound-symbol associations that have been taught; then read in phrases, sentences, and books. Include nouns with the non-syllabic plural -s. (RF.1.3a,b,c,g)

Fluency- First Grade Unit 2

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

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

Skills

After teacher or partner modeling, reread phrases and sentences to improve phrasing and intonation.

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

Skills

After teacher or partner modeling, reread phrases and sentences to improve phrasing and intonation.

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

Skills

After teacher or partner modeling, reread phrases and sentences to improve phrasing and intonation.

Model Activities

Tell students that reading aloud should sound like talking. After they have read a sentence or passage for accuracy, ask them to read with you and follow your voice. (RF.1.4a,b,c)