

Print Concepts- First Grade Unit 4

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

These standards should be mastered by this point in the year. If not, provide intervention.

Phonological Awareness- First Grade Unit 4

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

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Skills

After segmenting a word, isolate and pronounce the first, second, third, or fourth phoneme.

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

Skills

Given a word with up to four phonemes, segment and pronounce the sounds in sequence.

Model Activities

Give students about six colored squares, including two of the same color. Say a word with a blend: “clock”. Students move a square for each sound—/k/ /l/ /ɔ/ /k/—into sound boxes or a grid. Ask, what was the second sound? (/l/) What was the vowel sound? (/ɔ/) And so forth. Finish by blending the whole word and checking its meaning. (RF.1.2c,d)

Phonics and Word Recognition- First Grade Unit 4

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/write sequence: /ō/ spelled oe, /ō/ spelled ow, /ō/ spelled oa, /ū/ spelled ew or ue, /ow/ spelled ow, /ow/ spelled ou, /aw/ spelled aw or au, /ū/ spelled oo, ue, u_e, u, orew, /oo/ spelled oo, /n/ spelled kn, /oi/ spelled oi or oy.

Apply sound-symbol 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/write sequence: /ō/ spelled oe, /ō/ spelled ow, /ō/ spelled oa, /ū/ spelled ew or ue, /ow/ spelled ow, /ow/ spelled ou, /aw/ spelled aw or au, /ū/ spelled oo, ue, u_e, u, orew, /oo/ spelled oo, /n/ spelled kn, /oi/ spelled oi or oy.

Apply sound-symbol 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/write sequence: /ō/ spelled oe, /ō/ spelled ow, /ō/ spelled oa, /ū/ spelled ew or ue, /ow/ spelled ow, /ow/ spelled ou, /aw/ spelled aw or au, /ū/ spelled oo, ue, u_e, u, orew, /oo/ spelled oo, /n/ spelled kn, /oi/ spelled oi or oy.

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

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

Skills

Identify the vowels in words with two simple closed syllables (e.g., *rabbit, humbug, basket, catnip, napkin, webcast, hobnob*) before sounding out the words.

Apply word-reading skills out of context and in the context of connected text.

f. Read words with inflectional endings.

Skills

Read comparative adjective forms with –er and –est and illustrate the effect on meaning.

Read verbs with –ed and illustrate or explain the meaning of the past tense. Pronounce the three sounds of the –ed inflection: /d/, /t/, and /ed/ (*spelled; missed; mended*).

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

Skills

Read accurately more than 60 high-frequency irregularly spelled words.

Model Activities

Continue sound-symbol drills and whole word blending as before, incorporating new sounds into the repertoire. (RF.1.3a,b,c)

Explain that closed syllables have short vowels spelled with one letter and end in one or more consonants; the consonants close off the syllable and keep the vowel contained. Using a pocket chart and/or syllable cards, play a matching game with sets of closed syllables. Start with compounds (*back + pack; back + log; hot + dog*) and then work with two-syllable words (*bas + ket; nap + kin; rab + bit; hum + ming*) and longer words for those who are ready (*fan + tas + tic; ac + com + plish + ment*). (RF.1.3e)
Put roughly fifteen to twenty words with different spellings for the same long vowel (e.g., /ō/) on index cards. Sort words by the spelling for the sound (i.e., *snow, blow, know, flow; vote, home, chose; boat, moan, load; toe, floe, doe; no, so, go*). Then complete written sentences with the words. (RF.1.3a,b,c)

With the class, create verbal and/or pictorial illustrations of comparative forms of descriptive words: *green, greener, greenest; fast, faster, fastest*. (RF.1.3f,g)

Point out that –ed has meaning, is added to verbs, and is pronounced three ways. Write the sounds /d/, /t/, and /ed/ above three columns. As you read past tense words extracted from reading material, ask students to decide in which column a word’s past tense ending belongs (e.g., *mended = /ed/; picked = /t/; filled = /d/*). (RF.1.3f,g)

Fluency- First Grade Unit 4

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

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

Skills

With text at the instructional level (90-95% accuracy), reread to improve accuracy, phrasing, and intonation.

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

Skills

With text at the instructional level (90-95% accuracy), reread to improve accuracy, phrasing, and intonation.

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

Skills

With text at the instructional level (90-95% accuracy), reread to improve accuracy, phrasing, and intonation.

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 a text the students have read once, revisit it for some “detective work.” Ask students to read a sentence or page to find words that tell why something happened; who did something; how something was done; and so forth. When students have pointed to those words in their books, choral read that section with appropriate phrasing. (RF.1.4a,b,c)

Remind students of the —look at the whole word, sound it out, and check it routine for unknown words. If they are stuck on a sound, ask them to check the sound-symbol cards—which should be posted in a place easy to see—to solve the problem. (RF.1.4c)