

## Print Concepts- First Grade Unit 5

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

## Phonological Awareness- First Grade Unit 5

**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

Using sound-spelling cards for reference, match any isolated phoneme with its sound-spelling card.

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

Skills

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

## Model Activities

Hand out the sound-spelling cards to the whole group. Conduct a quick drill: You say a sound, and the student with the right card holds it up or stands up. Then, you say four to five sounds that will build a word: —sleeps —/s/ /l/ /ē/ /p/ /s/—and students with those cards stand in order to create the word. (RF.1.2c,d)

Delete a sound (remove the card holder) and ask students to make the new word: “seeps,” “sleep,” or “leap.” (RF.1.2c,d)

## Phonics and Word Recognition- First Grade Unit 5

### 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-symbol associations for /r/ spelled wr and /f/ spelled ph.

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

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

##### Skills

Learn sound-symbol associations for /r/ spelled wr and /f/ spelled ph.

Apply 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

Count the vowels in words with two open, closed, vowel-r, or VCe syllables (e.g., *robot, wiper, compete, dateline*) 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

Identify the base word and ending in inflected forms with no orthographic change in the base word (e.g., *wish + ed, wish + ing, wish + es; dark + er, dark + est*).

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

##### Skills

Read accurately at least 90 high frequency, irregular words.

## Model Activities

Continue blending words with all learned sound-spellings, but delete —sound-by-sound cues; just sweep hand under the word from left to right. After reading single words, read phrases, sentences, and decodable texts that use the words. (RF.1.3a,b,e,f)

Explain that open syllables end in a vowel letter that is free to sing its name. Explain also that vowel-r syllables have vowel sounds affected by —bossy r. With manipulative word cards, sort single-syllable words by vowel spelling and syllable type: open (*so*), closed (*drop*), VCe (*slope*), and vowel-r (*fork*). (RF.1.3e)

As students approach unknown longer words, have them identify or underline the vowel in each syllable, using knowledge of syllable spelling patterns, before sounding out the word. Then use meaning and context to adjust pronunciation as necessary. (RF.1.3e)

Construct a flip chart with two parallel parts: base words (e.g., *dark, fight, peep*) and inflections (e.g., *-ing, -ed, -est, -er, -s*). Combine items from the two columns and ask students to judge if the word makes sense before they try to use it in a sentence. (Note: At this point, avoid base words that require spelling changes. (RF.1.3f)

## Fluency- First Grade Unit 5

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

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

Skills

Read aloud a familiar text to a peer partner or adult so that the listener will comprehend the text.

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

Skills

Read aloud a familiar text to a peer partner or adult so that the listener will comprehend the text.

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

Skills

Read aloud a familiar text to a peer partner or adult so that the listener will comprehend the text.

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

Model an alternate oral reading procedure for students to use as partners. Students sit facing opposite directions, shoulder to shoulder. The first reader reads a page; then the second reader reads the same page (for the less skilled) or reads the next page. After reading, students take turn retelling what was read. (RF.1.4a,b,c)

Remind students of the —look at the whole word, sound it out, and check it routine for unknown words. (RF.1.4c)