Grade One	**Unit Four**	**Unit Five**	**Unit Six**
Reading Objectives for Print Concepts (RF.1.1)	While orally reading beginner text, adjust intonation and phrasing in response to all punctuation used at first-grade level. (RF.1.1)	n/a	n/a
Model Activities for Print Concepts	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. (RF.1.1)	n/a	n/a
Reading Objectives for Phonological Awareness (RF.1.2c,d)	After segmenting a word, isolate and pronounce the first, second, third, or fourth phoneme. (RF.1.2c)\n\nGiven a word with up to four phonemes, segment and pronounce the sounds in sequence. (RF.1.2d)	Using sound-spelling cards for reference, match any isolated phoneme with its sound-spelling card. (RF.1.2c)\n\nGiven a word with up to five phonemes, segment and pronounce the sounds in sequence. (RF.1.2d)	Demonstrate phoneme segmentation fluency and accuracy with any one-syllable word. (RF.1.2d)
Model Activities for Phonological Awareness	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/ /ŏ/ /k/—into sound boxes or a grid. Ask, what was the second sound? (/l/) What was the vowel sound? (/ŏ/) And so forth. Finish by blending the whole word and checking its meaning. (RF.1.2c,d)	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)\n\nDelete a sound (remove the card holder) and ask students to make the new word: "seeps," "sleep," or "leap." (RF.1.2c,d)	If students are accurate, emphasize fluency with those who are still slow. As students segment a word, have them raise a finger for each sound they say, then sweep the whole hand left to right as they blend the word. (RF.1.2d)
Reading Objectives for Phonics and Word Recognition (RF.1.3a,b,c,g,h)	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. (RF.1.3a,b,c)\n\nApply associations to blending and reading simple words in isolation and in connected text. (RF.1.3a,b,c)\n\nIdentify the vowels in words with two simple	Learn sound-symbol associations for /r/ spelled wr and /f/ spelled ph. (RF.1.3a,b,c)\n\nApply associations to blending and reading simple words in isolation and in connected text. (RF.1.3a,b,c)\n\nCount the vowels in words with two open, closed, vowel-r, or VCe syllables (e.g., *robot, wiper, compete, dateline*) before sounding out the words. (RF.1.3f)\n\nApply word reading skills out of context and in the	Read two-syllable words with learned syllable patterns and compound words with recognizable base words (e.g., *backpack, flashlight*) by first identifying the vowel in each syllable, and then decoding the words. (RF.1.3f)\n\nApply word reading skills out of context and in the context of connected text. (RF.1.3f)\n\nIdentify learned inflectional word forms in connected text, reading them with accuracy and fluency. (RF.1.3g)

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	closed syllables (e.g., *rabbit, humbug, basket, catnip, napkin, webcast, hobnob*) before sounding out the words. (RF.1.3e) Apply word reading skills out of context and in the context of connected text. (RF.1.3e) Read comparative adjective forms with –er and –est and illustrate the effect on meaning. (RF.1.3g) 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*). (RF.1.3g)	context of connected text. (RF.1.3f) 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*). (RF.1.3g)	
Model Activities for Phonics and Word Recognition	Continue sound-symbol drills and whole word blending as before, incorporating new sounds into the repertoire. (RF.1.3a,b,c) 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 sentences with the words. (RF.1.3a,b,c) Using a pocket chart and/or syllable cards, play a matching game with sets of closed syllables. (Closed syllables have short vowels spelled with one letter and end in one or more consonants.) 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) 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.	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,c,f) Sort sets of single-syllable words by vowel spelling and syllable type: open (*so*), closed (*drop*), VCe (*slope*), and vowel-r (*fork*). (RF. 1.3f) As students approach unknown longer words, have them identify or underline the vowel in each syllable before sounding out the word. Then use meaning and context to adjust pronunciation as necessary. (RF.1.3a,b,c,f) 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.1.3g)	Sort sets of single-syllable words by vowel spelling and syllable type: open (*so*), closed (*drop*), VCe (*slope*), vowel-r (*fork*), and vowel team (*boat*). Students highlight or color code the vowel before sorting. (RF.1.3f) To decode unknown longer words, use a routine: Underline the vowel in each syllable and underline familiar endings. Sweep a pointer or finger under each syllable as you sound out the word, then use meaning and context to adjust pronunciation as necessary. (RF.1.3f,g) Conduct daily one-minute speed drills on outlaw words. Distribute six to eight outlaw words, repeated randomly over a page, and challenge students to read them accurately at a rate of forty to sixty per minute. (RF.1.3f)

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	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.1.3g)		
Reading Objectives for Fluency (RF.1.4a,b,c)	With text at the instructional level (90-95% accuracy), reread to improve accuracy, phrasing, and intonation. (RF.1.4a,b,c)

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. (RF.1.4c) | Read aloud a familiar text to a peer partner or adult so that the listener will comprehend the text. (RF.1.4a,b,c)

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. (RF.1.4c) | By year's end, read fifty to sixty words correct per minute in unrehearsed grade level text with 96% accuracy or better, and demonstrate comprehension through retelling. (RF.1.4a)

Read aloud a familiar text to a peer partner or adult so that the listener will comprehend the text. (RF.1.4a,b,c)

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| Model Activities for Fluency | 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) | 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) | Conduct daily one-minute speed drills on outlaw words. Distribute six to eight outlaw words randomly repeated over a page, and challenge students to read them accurately at a rate of forty to sixty words per minute. (RF.1.4a)

Ask students to keep reading logs, recording about twenty minutes daily of time spent reading with a peer, parent, or other volunteer. (RF.1.4a,b,c) |
| Writing, Handwriting, and Spelling Objectives (L1.1j, L1.2d,e L1.4c, W1.2) | Spell accurately and in context sixty to seventy of the most often used words in writing. (L1.2d)

Write sentences with compound subjects and | Spell one-syllable words with inflections in a structured context. (L1.4c)

Use simple and compound sentences in writing | Spell accurately and in context 100 of the most often used words in writing. (L1.2d)

Spell one-syllable, regular pattern words with long |

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	compound predicates. (L1.1j) Given a topic, write several sentences that tell about the same thing. (L1.1j, W1.2)	and vary the position of adverbial phrases. (L1.1j)	and short vowels. (L1.2d,e) Recognize the difference between topic sentences and details. (W1.2)
Model Activities for Writing, Handwriting and Spelling	Rehearse mnemonic cues and sentences for irregular, high frequency words: *Mom said, "Sally's apple is delicious."* (L1.2d) Model, then lead students in combining simple sentences: The hungry snake ate the rat. The snake ate the chipmunk. *The hungry snake ate the rat and the chipmunk.* (L1.1j) After selecting a topic for description, brainstorm with students the kinds of descriptive words that could be used in writing about that topic. Encourage them to formulate sentences orally before writing. Provide the target words in a word bank, and ask students to write several sentences using those words and others they know to write their descriptions. (L1.1f, L1.1j, W1.2)	Complete written sentences with the correct inflected forms of nouns and verbs: *The (tree/trees) are (grow, growing) on the steep slope. That is the (taller, tallest) of three (pine, pines).* (L1.4c) Complete compound sentences using the connectives *and, but, so, because:* *"I liked that book because…"* *"I liked that book, but…"* *"I liked that book, so…"* (L1.1j, W1.1) Lift sentences with adverbial clauses from familiar text or student writing. Ask students to rewrite them, moving the adverbial clause if appropriate, and adding a comma if needed: *We went home after the play and ate supper.* *After the play, we went home and ate supper.* *We went home and ate supper after the play.* Encourage students to change phrase position when they revise their own writing. (L1.1j)	To commit the most common 100 words to memory, students can make an index card for each word they need to practice. If they can write the word quickly and accurately three days in a row, the word can be "retired" to a word bank. (L1.2d) Play "What Pattern Am I?" Given three columns for long vowel syllable types—open (*me, she, no, so, hi*), VCe (*spoke, slime, robe, quake*) and vowel team (*seem, sail, play, boat, right, meat*)—write words in the correct category. (L1.2d) Write three to five sentences on sentence strips, including a topic and a few details. Mix them up and give them to pairs of students to put in a sensible order. Then, ask students to suggest edits or revisions to the passage, including word choice, elaboration, or word order, as they rewrite the paragraph. (W1.2, W1.5, L1.1j)