Phonics - First Grade

Content Area: **ELA**
Course(s): **ELA Grade 1**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Phonics instruction and sequence for first grade. Structured literacy emphasizes the structure of language, including phonology, orthography, syntax, morphology, semantics and discourse.

Enduring Understandings

The alphabet consists of vowels and consonants.
Sounds correspond to letters.
Words and their meaning change when we change or manipulate the letter/sound (cat to can, how to cow).
The importance of learning new words.
The meaning of antonym and synonym.
What it means to categorize words.
How to identify and use vowel and consonant sounds.
How to use rhyming patterns to decode words.
Strategies are used to decode unknown words.
Some words must be learned based on irregular patterns of spelling

Essential Questions

How can a reader use letter sounds to figure out and read unknown words?

What are some ways we can build our vocabulary?
What is the difference between an antonym and a synonym?
What does it mean to categorize words?
What does it mean to decode words?
Why would knowing or recognizing learned rhyming patterns assist in decoding new words?
What are some of the strategies you use to decode words when reading?

What is the difference between a vowel and a consonant?
What letters have more than one sound?
How can we change the meaning of a word?

Learning Objectives

Phonemic Awareness:
demonstrate understanding of spoken words, syllables, and sounds (phonemes).
orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
blend sounds in single syllable words including consonant blends

Phonics:
distinguish long from short vowel sounds when reading single-syllable words.
isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
decode regularly spelled one-syllable words.
know final -e and common vowel team conventions for representing long vowel sounds.
use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
decode two-syllable words following basic patterns by breaking the words into syllables.
read words with inflectional endings.

Vocabulary:
with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings
sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
define words category and by one of more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)
identify real-life connections between words and their use (e.g., note places at home that are cozy).
distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
use frequently occurring affixes and inflection as a clue to the meaning of a word.
identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)

Spelling:
use conventional spelling for words with common spelling patterns and for frequently occurring irregular words: big, one, play, stop, do, she, will, are, for, little, not, by, but, all, call, wall, said, eat, home, out, help, old, get, his, was, have, did, had, they, ask, time, him, run, man, from, off, of, the, to, you, she, my, is, are, do, and, he, a, dog, in, it, like, me, on, can, go, up, see, to, and, look, at, of, does
spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Handwriting:
print all upper- and lowercase letters.

Standards: Content

L	Language
L.RF	Foundational Skills: Reading Language
	Print Concepts
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed

	under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	Phonological Awareness
L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	Phonics and Word Recognition
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
	Fluency
L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF	Foundational Skills: Writing Language
	Sound-Letter Basics
L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.1.D	Recognize that each syllable is organized around a vowel sound.
	Spelling
L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
L.WF.1.2.A	Short vowels and single consonants.

L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
L.WF.1.2.C	Initial and final consonant blends (must, slab, plump).
	Sentence Composition (Grammar, Syntax, and Punctuation)
L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

Standards: Interdisciplinary

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
8.1.2.DA.4	Make predictions based on data using charts or graphs.

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonics awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations., DIBELS, Phonological Assessments
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA, DIBELS, Phonological Assessments
Assessment Evidence Resource	

Instructional Resources

Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Decodable Texts, Graphic Organizers, book clubs, questions from leveled readers, teacher observations of student’s phonics awareness, and oral reading skills, running records of students, Latic checklists, conferences.

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness		Relationship Skills
	Responsible Decision-Making		Social Awareness
X	Self-Management		

21st Century Skills & Themes

	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		