

Grade 1 Phonological Awareness/Phonics/Sight Words

Link Community Charter School

UNITS (1/1 SELECTED)

☒ Unit 1: Extension

SUGGESTED DURATION

55 lessons

Unit 1: Extension

Grade 1 Phonological Awareness/Phonics/Sight Words - Last Updated on October 30, 2022

STANDARDS ADDRESSED

| National Common Core - Grade 1 - English Language Arts (ELA) | |
|---|--|
| CCSS.ELA-Literacy.SL.1.1b | |
| Build on others' talk in conversations by responding to the comments of others through multiple exchanges. | |
| CCSS.ELA-Literacy.L.1.1a | |
| Print all upper- and lowercase letters. | |
| CCSS.ELA-Literacy.L.1.2b | |
| Use end punctuation for sentences. | |
| CCSS.ELA-Literacy.L.1.2a | |
| Capitalize dates and names of people. | |
| CCSS.ELA-Literacy.L.1.2d | |
| Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | |
| CCSS.ELA-Literacy.L.1.2e | |
| Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | |

Unit 1: Extension

Grade 1 Phonological Awareness/Phonics/Sight Words - Last Updated on October 30, 2022

DESIRED RESULTS

Established Goals

The Sipps Extension Level is designed for students who are already proficient in reading consonant-short vowel consonant patterns. These students are now ready to enter the second level of reading development, the spelling pattern phase where complex vowel spellings become a major component of instruction. The extension level is developmentally appropriate for grades 1 and 2 and can be used as an intervention in grades 2 and 3. Instruction at this level focuses on phonological awareness with an emphasis on segmenting words into their units of sound and manipulating the sounds in words, phonics (short vowels, consonant digraphs, consonant blends, inflections, final -e patterns, vowel pairs, r-controlled vowels), sight word knowledge. Students are exposed to a larger group of high frequency irregular words.

Transfer

Students will be able to independently use their learning to...

- apply what they are learning in both reading and writing
- transition from decodable texts to easy to read trade books
- develop automaticity-to decode words accurately, quickly, and effortlessly.
- begin to read silently with a higher level of comprehension.

Meaning

Big Ideas & Understandings

Students will understand that...

- The English alphabet has 26 letters
- It is important to be able to identify all 26 lower-case letters and sounds for reading and writing
- Words are separated by space in a text
- Readers track text from left to right, top to bottom, and page by page
- Readers can blend onsets and rimes
- Readers can segment first, middle, and last sounds
- Readers can orally blend phonemes

Essential Questions

Students will keep considering...

- How do we learn new words?
 - Why is it important to learn letters and sounds?
 - What makes the English alphabet special?

Unit 1: Extension

Grade 1 Phonological Awareness/Phonics/Sight Words - Last Updated on October 30, 2022

| Meaning | |
|--|--|
| <ul style="list-style-type: none">• Readers can substitute and manipulate phonemes• Readers can recognize and produce rhyming words | |

| Acquisition | |
|---|--|
| Knowledge | Skills |
| <p>Students will know...</p> <ul style="list-style-type: none">• All 26 letters of the alphabet.• The difference between letters and words• Classroom routines for using the word wall/ sound wall• How to work cooperatively with peers during word work activities.• Pointing to one word and saying one word is reading (concept of word)• Readers can orally blend words and syllables• Readers can segment words and syllables | <p>Students will be skilled at...</p> <ul style="list-style-type: none">• Recognizing 26 letters of the alphabet• Identifying 26 letters of the alphabet• Printing upper and lowercase letters• Applying understanding of concepts of print• Explaining that words are separated by spaces in print<ul style="list-style-type: none">◦ Identifying grade-level appropriate sight words with automaticity◦ Blending and segmenting words◦ Reading familiar decodable texts with fluency and automaticity◦ Writing words and sentences, applying previous phonics and decoding skills learned |

Unit 1: Extension

Grade 1 Phonological Awareness/Phonics/Sight Words - Last Updated on October 30, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

| Evaluation Criteria | Assessment Evidence |
|--|--|
| Rubrics/Checklists: If students have not mastered 20/26 letters of the alphabet, then administer Appendix C, "Assessment and Placement: K-3." | Performance Task(s): Letter ID Concepts of Print Unit Tests(Mastery tests) |
| | Other Evidence: Student Writing Samples |

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Each daily lesson consists of these components:

- ☐ Rereading a Story
- ☐ Phonological Awareness
- ☐ Phonics and Decodable Words
- ☐ Sight Words
- ☐ Reading a Story
- ☐ Guided Spelling and Segmentation
- ☐ Fluency Practice

Scope and Sequence SIPPS Beginning Level (55+ Lessons)

Daily Objective for Lessons: Students will be able to blend and segment phonemes/words, reread familiar texts with fluency, identify and review sight words, discover words in context, and write using skills learned.

ATTACHMENTS

 SIPPS-Extension-Scope-and-Sequence.pdf

Unit 1: Extension

Grade 1 Phonological Awareness/Phonics/Sight Words - Last Updated on October 30, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials:

- Sound cards, one for each spelling (2 sets)
- Sight word cards, one for each sight word (2 sets)
- Sight word wall cards, one for each sight word
- Spelling-sound wall cards
- Story poster for each lesson
- Sets of little books for student practice reading (6 sets)
- Book of reproducible stories for take-home reading (repeating the little books text)
- *In addition, some reproducible pages are also provided in the appendices to the Teacher's Manual. These are: O SIPPS Assessment evaluator's form and student card copy*
- *Mastery Test teacher's cumulative record and student card copy*
- *Guided Spelling page O Fluency Record sheet O Spelling-Sound Wall Cards facsimile pages*
- *Sight Word Dictionary (Lessons 1–40) O Sight Word Dictionary (Lessons 1–55) The reproducible materials are also available online at ccclearninghub.or*