

## Print Concepts- Kindergarten Unit 3

### RF.K.1 Demonstrate understanding of the organization and basic features of print.

#### a. Follow words from left to right, top to bottom, and page, by page.

##### Skills

Listen and point to (track) printed words from left to right, top to bottom, and page by page as text is read aloud.

Identify features of a book (title page, author, illustrator, left to right, and top to bottom arrangement of print).

#### d. Recognize and name all upper- and lowercase letters of the alphabet.

##### Skills

Independently match upper- and lowercase letters while naming them.

## Model Activities

Using a big book, point to words as text is read; then, ask students to point to words going left to right and top to bottom, matching voice to print. (RF.K.1a,b,c)

After explaining *author* and *illustrator*, have students point to names on book covers and explain the role of each in making the book. (RF.K.1a,b,c)

Using individual alphabet mats with uppercase letters printed in order, have students match lowercase plastic letters to the uppercase, in order, and name them. (RF.K.1d)

## Phonological Awareness- Kindergarten Unit 3

### RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

#### a. Recognize and produce rhyming words.

##### Skills

Recite familiar rhymes and poems; play with alliteration; create words with sound substitutions (e.g., “silly” words).

#### b. Count, pronounce, blend, and segment syllables in spoken words.

##### Skills

Orally segment, delete, and substitute syllables in compound words and multi-syllable words.

#### c. Blend and segment onsets and rimes of single-syllable spoken words.

##### Skills

Blend onsets and rimes; orally match the first phonemes in spoken words; delete an initial phoneme from a word; substitute an initial phoneme. (Begin with continuants: /m/, /s/, /f/, /r/, /l/, /v/, /th/, /th/, /z/, /sh/).

#### d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)

##### Skills

Explore the way related groups of phonemes are pronounced: stops /p/, /b/, /t/, /d/, /k/, /g/; hissy sounds /f/, /v/, /th/, /th/, /s/, /z/, /sh/; nasals /m/, /n/, /ng/; glides /h/, /w/, /wh/, /y/; and liquids /l/ and /r/.

Attend to short vowel-sound placement in the mouth, with the jaw dropping for /i/, /ë/, /ä/, /ü/, /ö/.

Identify whether the short vowel sounds in spoken words are the same or different.

Orally blend two or three phonemes into simple words and segment two- to three-phoneme words by moving tokens into sound boxes while the phonemes are being pronounced.

## Model Activities

Play “Willaby Wallaby Woo” with students’ names. (RF.K.2a)

With a picture cue, ask students to help a puppet who only says words in parts. After the puppet speaks the syllables, students blend them into a whole word: *Sep-tem-ber*; *di-no-saur*; *cin-na-mon*; *tel-e-vis-ion*. (RF.K.2b)

Play the speech sound guessing game. Students imitate the sounds and/or look in a mirror to answer questions such as, “Which sound is made with the lips—/p/ or /k/?” “Which sound is made with the mouth wide open—/ö/ or /w/?” “Which sound is made with the tongue between the teeth—/f/ or /th/?” and so forth. (RF.K.2d)

Show three picture cards, such as *milk*, *bed*, and *moose*, or *fan*, *feather*, and *thimble*. Students say the words, match the pictures that start with the same sound, isolate the target sound, and then find the sound-symbol card with that sound. Vary the difficulty by monitoring the confusability of the first sounds (i.e., /m/ and /n/ are harder to discriminate than /m/ and /t/). (RF.K.2d)

Ask students to listen carefully for a specific vowel sound in the words you say. They repeat the sound only if they hear it in the word: /ë/—*me*, *eat*, *sleep*, *pie*, *snow*, *east*, *team*, *fast*. (RF.K.2d)

## Phonics and Word Recognition- Kindergarten Unit 3

**RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

**a. Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant.**

Skills

Say the alphabet song (as described in Unit 1) and a short vowel song or rhyme, with minimal teacher prompting.

Demonstrate accuracy and fluency in sound—key word—symbol association for most consonants and short vowels.

Identify the letters c and k as both representing /k/; c and s as both representing /s/; qu as a team that represents /kw/; and final x as the symbol for /ks/ (as in —box ).

**b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**

Skills

Say the alphabet song (as described in Unit 1) and a short vowel song or rhyme, with minimal teacher prompting.

Demonstrate accuracy and fluency in sound—key word—symbol association for most consonants and short vowels.

Identify the letters c and k as both representing /k/; c and s as both representing /s/; qu as a team that represents /kw/; and final x as the symbol for /ks/ (as in —box ).

**c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**

Skills

Read common words such as *I, the, a*.

### Note:

A set of sound-symbol cards that includes most of the forty-four speech sounds of English should be displayed and learned in segments. High-frequency symbols (graphemes) for each of the consonant and vowel phonemes that are only represented by letter combinations (such as /sh/, /th/, /ch/, /ng/, and /aw/) can be gradually introduced before the end of the kindergarten year.

## Model Activities

Play a sound-symbol guessing game, focusing on end of alphabet, lower frequency letter-sound correspondences, and subtle contrasts: *I'm thinking of a letter that stands for the sound combination /ks/; I'm thinking of a sound that's made with the lips closed and the voice off (/p/), etc.* (RF.K.3a,b)

Make a few simple words with letter tiles (no blends) and leave off the first letter. Say the whole word and ask students what sound is missing. Students find the missing sound in the sound-symbol cards and then supply the missing letter for the beginning of each word: (b)ear; (w)ent; (s)ing. Shift to ending sounds as students become proficient with first sounds: we(t), mu(d), su(n). (RF.K.3a,b)

Encourage students to read first-step books with rebuses for content words by pointing to each word. Ask students to identify high-frequency irregular words *I, the, a*, in the text. (RF.K.3c)

## Fluency- Kindergarten Unit 3

**RF.K.4. Read emergent reader text with purpose and understanding.**

Skills

Recognize a few familiar words as wholes.

### Model Activities

Students can collect favorite words with a specific consonant sound (/s/, /b/, or /r/, for example) and illustrate each word in a word book. Reread the word books many times to pick up fluency. (RF.K.4)