

Print Concepts- Kindergarten Unit 5

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

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

Skills

Increase fluency in naming randomly ordered upper- and lowercase letters to benchmark level.

Model Activities

Screen students for letter naming accuracy and fluency. Re-teach unknown letters to students who are making errors. Have students who still need practice spend a few minutes daily on speed drills until they can name approximately thirty-five letters in one minute. (RF.K.1d)

Phonological Awareness- Kindergarten Unit 5

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

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

Skills

Blend four-phoneme words orally, including words with the most transparent consonant blends (-st, -lk, -ft).

Classify phonemes as consonants (closed sounds) and vowel sounds (open phonemes), and syllables as closed (ending in a consonant) or open (ending in a long vowel).

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

Match spoken single-syllable words by the medial vowel sound, including all eighteen vowel sounds of English.

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Skills

Make new consonant-vowel-consonant (CVC) words by substituting an initial phoneme, medial vowel, or final phoneme.

Model Activities

Model blending words with four sounds. Hold up your fist; raise a finger as you say each sound (e.g., /m/, /a/, /s/, /k/), then blend the whole word (i.e., mask) as you sweep your hand from left to right. Students follow your lead. (RF.K.2c)

Create “vowel houses” where words with the same vowel sound live together. Using picture cards for one-syllable words with three or four different vowel sounds, students find the house where they live (e.g., *saw, paw, dawn; blue, moon, chew; snow, bow, oak; star, art, mark*). (RF.K.2d)

Explain that consonant sounds are closed off by the lips, teeth, and tongue, and vowel sounds are open and sustained. Say a sound and ask students to hold up a response card: V for vowel and C for consonant.

Using colored squares to represent speech sounds, show which sound has changed when a spoken word is changed, one sound at a time: *sun, ton, shun, shut, shout, out, oat, own, shown*. (RF.K.2e)

Phonics and Word Recognition- Kindergarten Unit 5

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

Build simple short vowel (closed) syllables with letter-sounds used in Unit 4, plus vowels /ŭ/ and /ĕ/, and consonant grapheme cards including b, sh, h, j, c, k, ck, v, w (as in wet), x (as in fox), y (as in yes), z, ch, th, qu, and wh.

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

Skills

Build simple short vowel (closed) syllables with letter-sounds used in Unit 4, plus vowels /ŭ/ and /ĕ/, and consonant grapheme cards including b, sh, h, j, c, k, ck, v, w (as in wet), x (as in fox), y (as in yes), z, ch, th, qu, and wh.

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

Skills

Read up to twenty of the most common words by sight.

Read long vowel (open) syllables *he, she, we, so, no, hi, my*.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Skills

Recognize the change of meaning when plural –s is added to a noun.

Read long vowel (open) syllables *he, she, we, so, no, hi, my*.

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

Teach blending of simple words with three to four sounds—on a chalkboard or whiteboard—as students watch and follow: For example, with the word “fox,” 1) write the spelling of the first sound [f] and say “sound” as you point to it; 2) write the second spelling [o] and say “sound” as you point to it; 3) sweep your hand from left to right under the letters as you say “blend it;” 4) write the third spelling [x] and say “sound” as you point to it; 5) sweep your hand from left to right under the letters as you say “blend it.” Then say, “What’s the word?” Quickly use it in a sentence. (RF.K.3a,b)

Give students letter cards or tiles with more consonants and two or three short vowels. Model, then lead them in building words with three to four sounds. Continue sound substitution games. (RF.K.3a,b)

To a familiar word (e.g., *rock, zip, jam*) have students add *s*, pronounce the new word, and use it in a sentence. (RF.K.3d)

Practice new irregular or –red words by tracing them, saying the letters, and saying the whole word before reading in context. (RF.K.3c)

Fluency- Kindergarten Unit 5

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

Skills

After previewing, read simple, decodable texts with words and sound-symbol correspondences that have been taught.

Model Activities

Continue with —first step stories with high-frequency words and decodable words that have been taught and practiced. Preview the book: What (who) is it about? Where is the title? What might happen? Let students read to a partner and then retell the story. Check predictions and explain any discrepancies. Choral read for variety. (RF.K.4)

With phonetically regular, unknown words, encourage students to blend each sound into the whole word. (RF.K.4)