

## Print Concepts- Kindergarten Unit 6

Not Applicable

## Phonological Awareness- Kindergarten Unit 6

**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

With modeling and support, orally segment and blend any single syllable word with three to four phonemes, including any of the forty-four vowel sounds and consonants of English.

**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

Continue matching spoken words to “vowel houses” and be sure that all the vowel houses have some words living in them, even the less frequent: *toy, boy, oil; book, hoof, bush; cow, brow, ouch.* (RF.K.2d)

Segment three- and four-phoneme spoken words by tapping head, shoulders, waist, and toes as you say the sounds (/h/ /ou/ /se/, etc.). Then ask, what was the waist sound? What was the head sound? And so forth. (RF.K.2c)

Ask students to help you blend words you are reading in a story. As you read aloud, say a short word in phonemes and have students blend the whole word (e.g., “Because the rabbit ran so /f/ /ă/ /s/ /t/, the /f/ /ō/ /k/ /s/ fell way behind.” ). (RF.K.2c)

## Phonics and Word Recognition- Kindergarten Unit 6

**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

Increase fluency and accuracy in reading any CVC syllable that uses the letter-sound correspondences practiced in Themes 4 and 5.

Recognize some common words with the VCe (vowel-consonant-silent —e ) long vowel spelling pattern (*like, ate, home, cute*).

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

Skills

Increase fluency and accuracy in reading any CVC syllable that uses the letter-sound correspondences practiced in Themes 4 and 5.

Recognize some common words with the VCe (vowel-consonant-silent —e ) long vowel spelling pattern (*like, ate, home, cute*).

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

Skills

Read twenty-five or more of the most common words by sight.

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

Skills

Recognize some common words with the VCe (vowel-consonant-silent —e ) long vowel spelling pattern (*like, ate, home, cute*).

### 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

Using a pocket chart or letter tiles, introduce students to the VCe long vowel pattern by adding “magic e” to familiar CVC words and noting the change of vowel sound:

Hop—hope

Cap—cape

Hat—hate

Pin—pine

Shin—shine

Can—cane

Cut—cute (RF.K.3a,b,d)

Practice reading phrases with the learned VCe words, plus *like, home, and came*. (RF.K.3a,b,d)

Underline all irregular words as you read phrases and beginner texts. Ask students to tell you why they are underlined. (RF.K.3c)

## Fluency- Kindergarten Unit 6

### 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 pre-primer 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? Why? Let students read to a partner and then retell the story. (RF.K.4)

Encourage rereading of familiar texts, with emphasis on phrasing and expression. (RF.K.4)

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