

# Introduction

Content Area: **Language Arts**  
Course(s): **Language Arts**  
Time Period:  
Length: **School Year**  
Status: **Published**

## **Statement of Purpose**

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### **Summary of the Course:**

This course of study is designed to expose students to the nine areas of developing phonics, spelling and word study which include early literacy concepts, phonological awareness, letter knowledge, letter- sound relationships, spelling patterns, high- frequency words, word meaning/vocabulary, word structure, and word-solving actions. The curriculum is based on the premise that students not only need to acquire phonics and word analysis understandings, but also apply these understandings daily to reading and writing continuous text. Once they have a wide range of word-solving strategies they can use rapidly, flexibly, and in a largely unconscious way as they move through text, maintaining a focus on meaning. It is very important for there to be strong connections between your direct and explicit lessons and the application activities in which you engage students.

- Typical Schedule:
- Heggerty-10 minutes
  
- Fountas and Pinnell:
- Teach (whole group)-10-15 minutes
- Apply Activity (partners or small group)-10–15 minutes
- Group Share-5 minutes
- Use of name chart, words wall, and alphabet linking chart are recommended.
- The use of various formal/informal assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put it in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn. Students should be provided with ample opportunities for meaningful engagement.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

**Routines and Instructional Procedures:** Below are descriptions of the ten instructional procedures designed to develop children’s knowledge of words and how they work, along with examples. These procedures will appear throughout the curriculum under Instructional Activities.

- **See and Say** - helps children examine and identify familiar patterns in words.
  1. Show words that have a common visual feature. (*man, fan, van, pan*)
  2. Children search for visual patterns. (*They all end the same.*)
  3. Help children articulate the principle. (*You can look at a part or pattern to read a word. You can make new words by putting a letter or letter cluster before the pattern.*)
  4. Children work with words to apply the principle. (*Children write words with the pattern.*)

- **Find and Match** – helps children discover connections between sounds, between letters, and between sounds and letters.
  1. Show pictures and words or pictures and letters that go together. (*pictures: bed, cup, dog, girl, drum, goat; letters: b, c, d, g*)
  2. Children look for the connection between the pictures and words, or pictures and letters. (*The letters stand for the sounds heard at the end of the words that the pictures represent.*)
  3. Help children articulate the principle. (*You can hear the last sound in a word. You can match sounds and letters at the end of a word.*)
  4. Children work together with pictures and words, or words and letters to apply the principle. (*Children match each picture with a letter that represents the ending sound in the picture's name.*)
- **Say and Sort** – helps children look closely at features of letters or words and make connections between them.
  1. Show and say words or show pictures and say the names of the pictures that have a common feature. (*words/pictures: cat, bus, dog, turtle, balloon, carrot, banana, butterfly*)
  2. Children search for the common feature. (*They have one, two, or three parts.*)
  3. Help children articulate the principle. (*You can hear and say the syllables in a word. Words can have one or more syllables.*)
  4. Children work with words or pictures to apply the principle. (*Children sort the words or pictures according to the number of syllables.*)
- **Hear and Say** – helps children hear the sounds in words and eventually connect those sounds to letters, a key process in building literacy.
  1. Say words that are connected by the way they sound. (*man/can, me/he, hot/pot*)
  2. Children search for phonological patterns. (*The words sound the same at the end.*)
  3. Help children articulate the principle. (*Some words have parts at the end that sound the same. They rhyme.*)
  4. Children work with words to apply the principle. (*They say word pairs and tell whether the word pairs have end parts that sound the same/rhyme.*)
- **Hear, Say, and Write: Sound and Letter Boxes** – helps children become more aware of the sounds and letters in words.
  1. Model saying a new word slowly (*r-u-n for run*), being careful not to distort the individual sounds.
  2. Children say the same word slowly and listen for each sound as they run a finger under the boxes (or push a marker into each box).
  3. After they can easily do steps one and two, children write a letter for each sound they hear, one letter per box, with your guidance. In the beginning, you'll accept letters that are not in the correct sequence, focusing instead on whether children can connect letters to sounds.
  4. Children say words slowly and write letters in sequence independently.
- **Words to Know** – helps children build and work with a collection of high-frequency words.
  1. Show a group of high-frequency words, reading each one while running your pointer finger under it, left to right. (*a, I, in, is, of, to, and, the*)
  2. Children look at each word to see if they recognize it.
  3. Help children understand the principle. (*Some words have one letter. Some words have two letters. Some words have three letters. You see some words many times when you read. You need to learn words that you see many times because they help you read and write.*)
  4. Children work with high-frequency words to apply the principle. (*Children read, say, and write high-frequency words.*)
- **Notice Parts** – helps children notice and use larger parts of words, which makes word solving faster

and easier.

1. Show a group of words with a common feature. (*big, pig, dig*)
  2. Children search for the common feature. (*the phonogram –ig*)
  3. Help children articulate the principle. (*You can look at a part or pattern to read a word. You can use the part or pattern to write a word. You can make new words by putting a letter or a letter cluster before the pattern.*)
  4. Children work with words to apply the principle. (*You can read and/or write words by using the spelling pattern. You can make new words by adding a letter or letter cluster before the pattern.*)
- **Say and Write** – helps children understand that using efficient and consistent motions to form a letter can be broken down into discrete steps.
    1. Show children letters written in manuscript form. (*o, h, x, f, e; G, D, H, S, Z*)
    2. Children say the name of each letter.
    3. Help children articulate the principle. (*You can make the shape of a letter. You can say the steps you use to make a letter. You can check to see if a letter looks right.*)
    4. Children work with letters to apply the principle. (*Children use efficient and consistent motions to form letters in manuscript print with writing tools.*)
  - **Make Words** – helps children build words through the use of discrete tactile materials such as magnetic letters, letter tiles, or letter cards.
    1. Show and say a word that contains a common phonogram. (*not*)
    2. Children identify the beginning phoneme in the word. (*/n/*)
    3. Help children articulate the principle. (*You can change the first sound in a word to make a new word.*)
    4. Children work with words and letters to apply the principle. (*Children change the first sound in a word to make a new word.*)
  - **Map Words** – helps children read and write the names of concept words.
    1. Show a word map with a concept word in the center, and say the concept word. (*color*)
    2. Children think of words that relate to the concept word. (*names of colors*)
    3. Help children articulate the principle. (*A color has a name. You can read and write the names of colors. You can find the names of colors.*)
    4. Children work with words to apply the principle. (*Children say color words, and you write them on the word map.*)

## **Table of Contents**

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# Unit 1/Trimester 1 - Readiness and Letter Knowledge: Discovering the Alphabet

Content Area: **Language Arts**  
Course(s): **Language Arts**  
Time Period:  
Length: **Trimester 1**  
Status: **Published**

## Summary of the Unit

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The beginning of this unit focuses mostly on the early literacy concepts of name recognition, rhyming, and understanding that words are formed with letters. In addition, time is allotted to train students on basic Kindergarten routines and “Word Work” for Daily 5. The unit continues introducing the remaining letters of the alphabet and their sounds, as well as Kindergarten high frequency words. Automatically recognizing high frequency words allows students to concentrate on understanding and solving new words. In general, students first learn simple high frequency words and, in the process, develop efficient systems for learning more words. Students continuously add to the core of high frequency words they know. This develops automaticity and helps them look more carefully at the features of words. In addition, students will be exposed to word building. Words are built according to rules. Looking at the structure of words will help students learn how words are related to one another and how they can be changed by adding letters, letter clusters, and larger word parts. Readers who can break down words into syllables and notice categories of word parts can also apply word solving strategies efficiently. It is recommended that you choose a total of 15 mini lessons per week (3 per day) from the Phonics, Spelling, and Word Work curriculum and the IRA curriculum. Determine the number of lessons you teach on each concept based on your students’ progress. Included in the Instructional Activities for each topic/lesson are suggested titles from the IRA books and Sing a Song of Poetry that correlate with the objectives. These titles are there to supplement your instruction if needed; they are not a mandatory part of the lessons. There is also a helpful chart on page 13 in Sing a Song of Poetry, with a list of poems and the phonogram patterns, letter sounds, high-frequency words, and concept words that you will find in each of them. This list is not comprehensive; page 14 provides a blank chart for you to make notes on the other poems you find useful in teaching specific concepts. The first 4 weeks of this curriculum focuses on Kindergarten readiness and assessment of students on their letter and sound knowledge. Depending on your students, you may need to spend additional time on certain lessons. You may also be able to eliminate lessons if your students have already mastered a particular skill.

## Enduring Understandings

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- Recognizing the relationship between letters and sounds is the foundation for success as a reader.
- Phonemic awareness includes the ability to isolate, blend, and manipulate sounds in spoken words.
- Knowing how words work will make students better readers.

## Essential Questions

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- What is the difference between a letter and a word?
- How do letters and sounds help you read and write?
- How can knowing several high frequency words help me grow as a reader?

## Summative Assessment and/or Summative Criteria

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- Letter/Sound Assessment
- Word Inventory

## Resources

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- Fountas and Pinnell Phonics, Spelling, and Word Study Lessons
- The Fountas and Pinnell Comprehensive Phonics, Spelling, and Word Study Guide
- Irene C. Fountas and Gay Su Pinnell Sing a Song of Poetry
- The Fountas and Pinnell Literacy Continuum
- Heggerty Phonemic Awareness Book
- Heggerty Decodable Books
- Kindergarten Pacing Guide

## Unit Plan

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
Early Literacy Concepts	2 mini lessons	Identify and point to one's name  (ELC1, ELC2)	See and Say (ELC1, ELC2) Interactive Read Alouds: <ul style="list-style-type: none"><li>• Alphabet Under Construction</li><li>• B is for Bulldozer</li><li>• A My Name is Alice</li><li>• The Doorbell Rang</li><li>• Teacher Observation /</li></ul>	<ul style="list-style-type: none"><li>• Fountas and Pinnell Early Literacy Concepts Assessment A, B, C, H, or</li></ul>

			Anecdotal notes	I
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Bow-Wow-Wow</li> <li>• The Alphabet Song</li> <li>• Billy, Billy</li> <li>• Jack, Jack</li> <li>• Good Morning</li> <li>• Jack, Be Nimble</li> </ul>	
	1 mini lesson	Distinguish and find names (WSA1)	<p>See and Say (WSA1) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Miss Bindergarten Gets Ready for Kindergarten</li> <li>• Lola at the Library</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Grandpa Grig</li> <li>• Little Jack Horner</li> <li>• Little Miss Muffet <ul style="list-style-type: none"> <li>○ Teacher Observation / Anecdotal notes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Early Literacy Concepts Assessment A, E, G, H, I or J</li> </ul>

	2 mini lessons	Express and demonstrate that one spoken word matches one groups of letters (ELC3, ELC4)	<p>See and Say (ELC 3) Say and Write (ELC 4) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• The Bus for Us</li> <li>• Dog's Colorful Day</li> <li>• Teacher Observation / Anecdotal notes</li> </ul>	
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Someone's Birthday</li> <li>• Jerry Hall</li> <li>• Go to Bed</li> <li>• Charlie Over the Ocean</li> <li>• Good Morning</li> <li>• Apples, Peaches</li> </ul>	
<b>Phonological Awareness</b>	2 mini lessons	Recall and say rhyming words (PA1, PA2)	Hear and Say (PA1, PA2) Interactive Read Alouds:	<ul style="list-style-type: none"> <li>• Fountas and</li> </ul>

			<ul style="list-style-type: none"> <li>• Mary Wore Her Red Dress</li> <li>• Over on the Farm</li> <li>• It's Raining, It's Pouring <ul style="list-style-type: none"> <li>○ Teacher Observation / Anecdotal notes</li> </ul> </li> </ul>	Pinnell Phonological Awareness  Assessment A or K
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Dance a Merry Jig</li> <li>• A-Hunting We Will Go</li> <li>• Every Morning at Eight O'Clock</li> <li>• Jack, Jack</li> </ul>	

	1 mini lesson	Recall and connect rhyming words  (PA3)	Hear and Say (PA3) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• The Doorbell Rang</li> <li>• Baa Black Sheep</li> </ul> Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• High and Low</li> <li>• Pease Porridge Hot</li> <li>• Fountas and Pinnell Phonological Awareness Assessment B or K</li> </ul>	
	2 mini lessons	Produce rhyming words  (PA4, PA5)	Hear and Say (PA4, PA5) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• When it Starts to Snow</li> <li>• Sleepy Bears</li> <li>• The Doorbell Rang</li> </ul> Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Red, White, and Blue</li> <li>• Six Little Ducks</li> <li>• Stretching Fun</li> <li>• Stop, Look, and Listen</li> <li>• Teacher Observation / Anecdotal notes</li> </ul>	



	3 mini lessons	Reproduce and clap syllables (PA6, PA7, PA8)	Hear and Say (PA6, PA7) Say and Sort (PA8) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• Flower Garden</li> <li>• Does a Kangaroo Have a Mother, Too?</li> <li>• One Duck Stuck</li> <li>• When it Starts to Snow</li> <li>• A Visitor for Bear</li> <li>• When Sophie Gets Angry</li> <li>• Teacher Observation / Anecdotal notes</li> </ul>	
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Dormy, Dormy, Dormouse</li> <li>• Bouncing Ball</li> <li>• I'm a Choo-Choo Train</li> <li>• Ladybug! Ladybug!</li> <li>• I'm Dusty Bill</li> <li>• Puppies and Kittens</li> <li>• Little Jack Horner</li> <li>• Open, Shut Them</li> </ul>	
<b>Letter Knowledge</b>	1 mini lesson	Discover and discuss the fact that words are formed with letters  (LK1)	Find and Match (LK1) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• Mary Wore Her Red Dress</li> <li>• Ruby the Copycat</li> </ul> Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Lucy Locket</li> <li>• Tommy Snooks</li> <li>• Teacher Observation / Anecdotal notes</li> </ul>	

	3 mini lessons	Indicate and point to the distinctive features of letter forms.  (LK2, LK3, LK5)	Notice Parts (LK2, LK3, LK5) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• Alphabet Under Construction</li> <li>• ABC I Like Me</li> <li>• Miss Bindergarten Gets Ready for Kindergarten</li> </ul>	
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			<ul style="list-style-type: none"> <li>• A My Name is Alice</li> <li>• B is for Bulldozer</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Diddley, Diddley, Dumpty</li> <li>• The Alphabet Song</li> <li>• Window Watching</li> <li>• Two Little Houses</li> <li>• This is the Way We Wash Our Face</li> <li>• Great A</li> <li>• Fountas and Pinnell Letter Knowledge Assessment D</li> </ul>	
	1-2 lessons per letter	Identify letters and state their names (LK4)  *Start in September and continue through first trimester	<p>Say and Sort (LK4) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• ABC I Like Me</li> <li>• On Market Street</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Wee Willie Winkie</li> <li>• Time to Pick Up</li> <li>• Tommy Snooks</li> </ul> <p>*Generative lesson – use as many times as necessary as you introduce each letter of the alphabet</p>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal notes</li> <li>• Fountas and Pinnell Letter Knowledge Assessment A or D</li> </ul>

			*Suggested sequence as per Fountas and Pinnell: b, m, r, s, t, g, n, p, c, h, f, d, l, k, j, w, y, z, v, x, q (see calendar for time frame and vowels)	
<b>High Frequency Words</b>	1 mini lesson per color word	Identify and apply color names (WMV1, WMV2)	<p>Map Words (WMV1, WMV2) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• What Color is Nature?</li> <li>• Cat's Colors</li> <li>• Red is a Dragon</li> <li>• Dog's Colorful Day</li> <li>• Teacher Observation /</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Word Meaning/Vocabulary Assessment A or C</li> </ul>

			Anecdotal notes	
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Red, White, and Blue</li> <li>• Color Song</li> </ul>	
			*Generative lessons – introduce a color word each day; use more or fewer lessons depending on your class.	
<b>Launch Word Work</b>	Begin ongoing training of Word Work for implementation of Daily 5	<ul style="list-style-type: none"> <li>• List procedures for how to use word work materials.</li> <li>• Build stamina and develop independence while working with word work materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an anchor chart with student expectations (start right away, work the entire time, apply problem solving skills, practice letters, sounds, and high frequency words).</li> <li>• Include letter magnets, magnetic boards, dry erase boards, dry erase markers and word cards (livebinder) in word work center.</li> <li>• Model behaviors for the students and select students to model for the class.</li> <li>• Teacher Observation / anecdotal notes</li> </ul>	

## **Heggerty Phonemic Awareness**

Teachers should follow the 35-weeks of explicit and systematic phonological and phonemic awareness lessons in the Kindergarten Heggerty Phonemic Awareness book. These phonemic awareness lessons should be taught daily in a whole-class setting. The first eight skills in the lessons are oral and auditory, and the words are not shown in print to students. In addition to whole group instruction, specific skills can be taught to target

instruction for intervention in a small group or one-on-one setting as needed.

**Phonemic Awareness Lesson Components taught in the order of easiest to most difficult:**

I. Rhyme

II. Initial Phoneme Isolation

III. Blending

IV. Isolating Final or Medial Phonemes

V. Segmenting

VI. Adding

VII. Deleting

VIII. Substituting

**Early Literacy Skills:**

I. Alphabet Knowledge

II. Language Awareness

III. Phoneme - Grapheme Connection (Beginning in Week 11)

**Lesson Components by Week:**

- Rhyming
  - Hearing and repeating words the rhyme (Weeks 1-2)
  - Rhyme Recognition in word pairs (weeks 3-8)
  - Rhyme Recognition: Which word rhymes with \*? (Weeks 9-10)
  - Rhyme Production with a nonsense word (Weeks 11-12)
- Initial Phoneme Isolation
  - Isolating initial consonant sounds in spoken words (Weeks 1-4)
  - Identifying same initial phonemes in a series of words (Weeks 5-8)
  - Isolating initial short vowel and consonant sounds in spoken words (Weeks 9-12)
- Blending
  - Blending individual words into compound words (Weeks 1-2)
  - Blending syllables into spoken words (Weeks 3-6)
  - Blending Body-Coda into spoken words (Weeks 7-8)
  - Blending Onset-Rime into spoken words (Weeks 9-10)
  - Blending phonemes into spoken words (Weeks 11-35)
- Isolating Final or Medial Phonemes
  - Isolating final phonemes in spoken words (Weeks 1-9, 23-24 (Digraphs), 25-26 (Mixed))
  - Identifying same final phonemes in a series of words or sentence (Weeks 10-12)

- Segmenting
  - Segmenting compound words into individual words (Weeks 1-2)
  - Segmenting spoken words into syllables (Weeks 3-6)
  - Segmenting spoken words into Onset-Rime (Weeks 7-10)
  - Segmenting Spoken words into phonemes (Weeks 11-35)
- Adding
  - Adding words to make compound words (Weeks 1-2)
  - Adding Syllables to words or word parts (Weeks 3-6)
  - Adding initial phonemes to spoken words (Weeks 7-27)
- Deleting
  - Deleting words from compound words (Weeks 1-2)
  - Deleting syllables from spoken words (Weeks 3-6)
  - Deleting initial phonemes from spoken words (Weeks 7-27)
- Substituting
  - Substituting words in compound words (Weeks 1-2)
  - Substituting syllables in words (Weeks 3-6)
  - Substituting the initial phoneme(s) in spoken words (7-27)
- Alphabet Knowledge
  - 26 Letters & sounds: Alphabetical Order (Weeks 1-5)
  - 26 Letters & Sounds: Random Order (Weeks 6-10)
  - Letters & Sounds: Random Order/As Needed (Weeks 11-17)
- Language Awareness
  - Sentence Repetition: Counting Words (Weeks 1-3)
  - Sentence Completion: Counting Words (Weeks 4-6)
  - Reciting Nursery Rhymes (Weeks 7-17)
- Phoneme-Grapheme Connection
  - Map Initial Phonemes (Weeks 11-12)

## Standards

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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing

	many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.WF.K.1.A	Match upper and lowercase letters.
ELA.L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
ELA.L.WF.K.1.C	Write left to right and include a space between words.
ELA.L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
ELA.L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
ELA.L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Provide many examples to help ELL students understand the meaning of the term *word*.
- Meet with ELL students for a mini small group lesson prior to the whole group lesson.
- Provide IEP and RTI students with a personal word wall.
- Encourage a home/school connection with a flash card envelope for children struggling with word retention.
- Repeat/act out directions in several different ways.
- Use short, simple sentences for interactive writing.
- Use pictures and objects that children understand and that connect to their homes and neighborhoods.
- Provide children exceeding standards with more words and opportunities to find words in reading selections.

### **Suggested Technological Innovations/Use**

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SMARTBoard activities, You Tube videos, online games, My Reading Academy, ESGI, <https://my.hegerty.org/login>, [www.hubbardscupboard.org](http://www.hubbardscupboard.org), [www.starfall.com](http://www.starfall.com)

### **Career Readiness, Life Literacies, and Key Skills**

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All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.



# Unit 2/Trimester 2 - Let's Explore Sounds

Content Area: **Language Arts**  
Course(s): **Language Arts**  
Time Period:  
Length: **Trimester 2**  
Status: **Published**

## Summary of the Unit

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Unit 2 focuses on solidifying all letters and sounds, and continuing with Kindergarten high frequency words. CVC words and spelling patterns are also introduced. Efficient word solvers look for and find patterns in the way words are constructed. Knowing spelling patterns helps students notice and use larger parts of words, thus making word solving faster and easier. Patterns are also helpful to students in writing words because they can quickly produce the patterns rather than work laboriously with individual sounds and letters. Choose lessons from this curriculum that best meet the needs of your students. Determine the number of lessons you teach on each concept based on your students' progress. Choose 3 whole class lessons per day (total) using the Phonics, Spelling, and Word Work curriculum and the IRA curriculum. Included in the Instructional Activities for each topic/lesson are suggested titles from the IRA books and Sing a Song of Poetry that correlate with the objectives. These titles are there to supplement your instruction if needed; they are not a mandatory part of the lessons. There is also a helpful chart on page 13 in Sing a Song of Poetry, with a list of poems and the phonogram patterns, letter sounds, high-frequency words, and concept words that you will find in each of them. This list is not comprehensive; page 14 provides a blank chart for you to make notes on the other poems you find useful in teaching specific concepts. Depending on your students, you may need to spend additional time on certain lessons. You may also be able to eliminate lessons if your students have already mastered a particular skill. This unit also features the introduction of the Heggerty Decodable Books, beginning around Week 20 (end of January/beginning of February). These books can be integrated into your Guided Reading groups or strategy groups to help reinforce phonics skills.

## Enduring Understandings

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- Phonemic awareness is a prerequisite and necessary for phonics work to be effective.
- Different letter combinations can be relied on to represent certain sounds.
- Readers use all we know about letters, sounds, patterns, and high frequency words to help us read.

## Essential Questions

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- • How can identifying and understanding the letter sounds in words help me learn how to decode unknown words?
- • How do I blend sounds to make words?



- • How can I change sounds in a word to make a new word?

## Summative Assessment and/or Summative Criteria

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- Letter/Sound Assessment
- Word Inventory

## Resources

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- Fountas and Pinnell Phonics, Spelling, and Word Study Lessons
- The Fountas and Pinnell Comprehensive Phonics, Spelling, and Word Study Guide
- Irene C. Fountas and Gay Su Pinnell Sing a Song of Poetry
- The Fountas and Pinnell Literacy Continuum
- Heggerty Phonemic Awareness Book
- Heggerty Decodable Books
- Kindergarten Pacing Guide

## Unit Plan

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<b>Letter Knowledge</b>	1-2 lessons per letter	Identify letters and state their names  (LK11, LK12)  *continued from Unit 2	See and Say (LK11, LK12) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• B is for Bulldozer</li> <li>• On Market Street</li> <li>• Jessica</li> <li>• Alicia's Happy Day</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Letter/Sound Inventory</li> <li>• Fountas and Pinnell Letter Knowledge Assessment A or D</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Letter/Sound Inventory</li> <li>• Fountas and Pinnell Letter Knowledge Assessment A or D</li> </ul>

			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• My Head</li> <li>• Bouncing Ball</li> <li>• Cackle, Cackle, Mother Goose</li> <li>• Here is a House</li> <li>• Friends' March</li> </ul>	
			*Generative lessons – choose a lesson to repeat with each letter of the alphabet.	
	1-2 lessons per letter in conjunction with above lessons LK11, LK12	Form letters with writing tools (LK18, LK19)	<p>Say and Write (LK18, LK19) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• A My Name is Alice</li> <li>• Miss Bindergarten Gets Ready for Kindergarten</li> <li>• Teacher Observation / Anecdotal Notes</li> </ul>	Teacher Observation / Anecdotal Notes
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Diddley, Diddley, Dumpty</li> <li>• Make a Pancake</li> <li>• Jumping Joan</li> <li>• I Clap My Hands to Make a Sound</li> <li>• My Little Sister</li> <li>• See-Saw, Marjorie Daw</li> </ul>	

			*Generative lessons – use as many times as necessary as you introduce each letter of the alphabet	
	1 mini lesson	Understand that words are formed with letters (LK9)	<p>Say and Sort (LK9) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• A My Name is Alice</li> <li>• Cat's Colors</li> </ul>	Teacher Observation / Anecdotal Notes
			Sing a Song of Poetry:	

			<ul style="list-style-type: none"> <li>• Puppies and Kittens</li> <li>• Peas</li> </ul>		
1 or more mini lessons depending on needs of students	Identify the sequence of letters in a word (LK10)	Find and Match (LK10) Interactive Read Alouds:	<ul style="list-style-type: none"> <li>• Miss Bindergarten Gets Ready for Kindergarten</li> <li>• A My Name is Alice</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Letter Knowledge Assessment D</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Letter Knowledge Assessment D</li> </ul>	
			Sing a Song of Poetry:		<ul style="list-style-type: none"> <li>• Elizabeth, Elspeth, Betsey, and Bess</li> <li>• Mary Ann, Mary Ann</li> </ul>
			*Generative lesson – use as many times as necessary depending on needs of your class		
1 or more mini lessons depending on needs of students	Make connections among words by noting the position of a letter (LK15)	Find and Match (LK15) Interactive Read Alouds:	<ul style="list-style-type: none"> <li>• Wemberly Worried</li> <li>• Cat’s Colors</li> </ul>	Teacher Observation / Anecdotal Notes	
			Sing a Song of Poetry:		<ul style="list-style-type: none"> <li>• Dickory, Dickory, Dare!</li> <li>• A Tisket, A Tasket</li> <li>• Here is a Bunny <ul style="list-style-type: none"> <li>○ Teacher Observation / Anecdotal Notes</li> </ul> </li> </ul>

	2 or more mini lessons depending on needs of students	Categorize letters by features (LK16, LK17)	Say and Sort (LK16, LK17) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• On Market Street</li> <li>• Miss Bindergarten Gets Ready for Kindergarten</li> <li>• ABC I Like Me</li> <li>• Alphabet Under Construction</li> <li>• Teacher Observation / Anecdotal Notes</li> </ul>	Teacher Observation / Anecdotal Notes
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• If I Were a Bird</li> <li>• Little Tommy Tucker</li> <li>• Peas</li> <li>• Gray Squirrel</li> <li>• Cobbler, Cobbler</li> </ul>	
			*Generative lesson – use as many times as necessary depending on needs of your class	
	1 or more mini lessons depending on needs of your students	Distinguish the differences between uppercase and lowercase forms of a letter (LK21)	Find and Match (LK21) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• On Market Street</li> <li>• B is for Bulldozer</li> </ul> *Generative lesson – use as many times as necessary depending on needs of your class	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Letter Knowledge Assessment C or F</li> </ul>
	1 mini lesson	Recognize that letters can be consonants or vowels (LK22)	Say and Sort (LK22) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• ABC I Like Me</li> <li>• B is for Bulldozer</li> <li>• Teacher Observation / Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Letter Knowledge Assessment C or F</li> </ul>

needs of	(LK23, LK24)	• On Market Street	
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	your students		<ul style="list-style-type: none"> <li>• Miss Bindergarten Gets Ready for Kindergarten</li> <li>• ABC I Like Me</li> </ul>	
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• There Was an Old Woman Who Lived in a Shoe</li> <li>• Teeter-Totter</li> <li>• Mix a Pancake</li> </ul>	
			*Generative lessons – use as many times as necessary depending on needs of your class	
<b>Phonological Awareness</b>	1-2 mini lessons per letter	Identify beginning consonant sounds and the letters that represent them (LSR1, LSR2, LSR3, LSR4, LSR5)	<p>Find and Match (LSR1, LSR4)) Say and Sort (LSR2, LSR3) Notice Parts (LSR5)</p> <p>Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Cat’s Colors</li> <li>• Over on the Farm</li> <li>• A My Name is Alice</li> <li>• One Duck Stuck</li> <li>• A House is a House for Me</li> <li>• Fireman Small</li> <li>• Charlie Parker Played Be Bop</li> <li>• Fish Eyes</li> <li>• Mouse Was Mad</li> <li>• Little Red Hen</li> <li>• Letter/Sound Inventory</li> <li>• Fountas and Pinnell Letter-Sound Relationships Assessment A or C</li> </ul>	<ul style="list-style-type: none"> <li>• Letter/Sound Inventory</li> <li>• Fountas and Pinnell Letter-Sound Relationships Assessment A or C</li> </ul>
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Three Blind Mice</li> <li>• Snail, Snail</li> <li>• Willaby, Wallaby, Woo</li> <li>• Chickery, Chickery, Cranny, Crow</li> </ul>	

			<ul style="list-style-type: none"> <li>• Dickory, Dickory, Dare!</li> <li>• This is the Way We Wash Our Face</li> <li>• Diddley, Diddley, Dumpty</li> <li>• Two Little Black Birds</li> <li>• I Clap My Hands to Make a Sound</li> <li>• Teddy Bear, Teddy Bear</li> </ul>	
			*Generative lessons – choose a lesson to repeat with each letter of the alphabet.	
	3 or more mini lessons depending on needs of students	Identify and state the ending sound in a word (PA13, PA14, PA15)	Hear and Say (PA13) Say and Sort (PA14) Find and Match (PA15) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• One Duck Stuck</li> <li>• When It Starts to Snow</li> <li>• It’s Raining, It’s Pouring</li> <li>• Over on the Farm</li> <li>• The Eensy-Weensy Spider</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Phonological Awareness Assessment F or K</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Phonological Awareness Assessment F or K</li> </ul>
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Five Little Snowmen</li> <li>• Ladybug! Ladybug!</li> <li>• Polly, Put the Kettle On</li> <li>• Grandpa Grig</li> <li>• The Mocking Bird</li> <li>• Two, Four, Six, Eight</li> <li>• Go to Bed Early</li> </ul>	
			*Generative lessons – choose a lesson to repeat with each letter of the alphabet.	

	1 or more mini lessons depending on	Change the beginning sound	Notice Parts (PA16) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• The Doorbell Rang</li> <li>• Teacher Observation / Anecdotal Notes</li> </ul>	
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	needs of students	to make a new word (PA16)	<ul style="list-style-type: none"> <li>• Over on the Farm</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Higglety, Pigglety, Pop!</li> <li>• Make a Pancake</li> <li>• My Dog, Rags</li> </ul> <p>*Generative lesson – use as many times as necessary depending on needs of your class</p>	Teacher Observation / Anecdotal Notes
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	2 or more mini lessons depending on needs of students	Identify and state the middle sounds in words (PA17, PA18)	<p>Say and Sort</p> <p>Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Red is a Dragon: A Book of Colors</li> <li>• My Steps</li> <li>• Creak! Said the Bed</li> <li>• Charlie Parker Played Be Bop</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Phonological Awareness Assessment C or K</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Phonological Awareness Assessment C or K</li> </ul>
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Lucy Locket</li> <li>• Downy Duck</li> <li>• Hot Cross Buns</li> <li>• Diddlety, Diddlety, Dumpty</li> <li>• Cross Patch</li> <li>• Hickory, Dickory,</li> </ul>	

			Dock!	
			*Generative lesson – use as many times as necessary depending on needs of your class	
<b>Early Literacy Concepts</b>	1 or more mini lessons depending on needs of your students	State and identify syllables (WS1)	Say and Sort (WS1) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• Wemberly Worried</li> <li>• Stone Soup <ul style="list-style-type: none"> <li>○ Teacher Observation / Anecdotal Notes</li> </ul> </li> </ul>	Teacher Observation / Anecdotal Notes
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• What’s the Weather?</li> </ul>	

			<ul style="list-style-type: none"> <li>• Charlie Over the Ocean</li> </ul>	
			*Generative lesson – use as many times as necessary depending on needs of your class	
	1 or more mini lessons depending on needs of your students	Connect a name to other words (ELC5)	Say and Sort (ELC5) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• Big Al</li> <li>• Leo the Late Bloomer</li> </ul> Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Jack, Jack</li> <li>• Sally, Go ‘Round</li> </ul> *Generative lesson – use as many times as necessary depending on needs of your class	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> </ul>
	3 mini lessons	Distinguish first and last in written language (ELC6, ELC7, ELC8)	Words to Know (ELC6) Notice Parts (ELC7) Say and Write (ELC8)	Fountas and Pinnell Early Literacy Concepts Assessment A, D, F, H, or I



			<p>Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Ruby the Copycat</li> <li>• Miss Bindergarten Gets Ready for Kindergarten</li> <li>• Top Cat</li> <li>• Feathers for Lunch</li> <li>• I Like Me!</li> <li>• From Head to Toe</li> <li>• Fountas and Pinnell Early Literacy Concepts Assessment A, D, F, H, or I</li> </ul>	
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Elizabeth, Elspeth, Betsey, and Bess</li> <li>• Jack and Jill</li> <li>• Fido</li> <li>• Little Bo-Peep</li> <li>• Gray Squirrel</li> </ul>	

			<ul style="list-style-type: none"> <li>• Color Song</li> <li>• Roses are Red</li> </ul>	
<b>High Frequency Words</b>	2 lessons per week (4-5 new words each week)	Locate and apply high frequency words with three or more letters (HFW4, HFW5, HFW6)	<p>Words to Know (HFW4, HFW5, HFW6) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• ABC I Like Me</li> <li>• Alicia’s Happy Day</li> <li>• Market Day</li> <li>• Snowballs</li> <li>• Rain</li> <li>• The Feelings Book</li> <li>• Word Inventory</li> <li>• Teacher Observation</li> <li>• Fountas and Pinnell High Frequency Words Assessment A, B, C, D, E</li> </ul>	<ul style="list-style-type: none"> <li>• Word Inventory</li> <li>• Teacher Observation</li> <li>• Fountas and Pinnell High Frequency Words Assessment A, B, C, D, E</li> </ul>
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• When Duck Gets Up in the Morning</li> <li>• Pease Porridge Hot</li> <li>• Little Jack Sprat</li> </ul>	

			<ul style="list-style-type: none"> <li>• There Once Was a Queen</li> <li>• Who Stole the Cookies?</li> <li>• Twinkle, Twinkle, Little Star</li> <li>• Clap Your Hands</li> <li>• Here We Go</li> <li>• Hey Diddle Diddle</li> <li>• Baby Mice</li> <li>• Blow, Wind, Blow</li> </ul>	
			*Generative lessons – use as many times as necessary as you introduce new words.	
			*Introduce 4–5 words per week from the district approved high- frequency word list. Lists 1, 2, and 3 are the grade K lists. List 4 is grade K enrichment. 2nd trimester will focus on mastery of list 2.	

			<p>*New high-frequency words should be added to the word wall each week.</p> <p>*Demonstrate the use of weekly high-frequency words in writing and encourage the students to use the words in their own writing.</p>	
	1-2 mini lessons	Identify and use concept words: number names (WMV3)	<p>Map Words (WMV3)</p> <p>Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• One Moose, Twenty Mice</li> <li>• 1, 2, 3 to the Zoo</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• One, Two, Three, Four</li> <li>• One Potato, Two Potato</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>
	1 or more	Identify and read	Words to Know (WSA2)	<ul style="list-style-type: none"> <li>• Teacher</li> </ul>

	mini lessons depending on needs of your students	known words quickly (WSA2)	<p>Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Two Homes</li> <li>• Lost</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Five Fingers on Each Hand</li> <li>• Bouncing Ball</li> </ul> <p>*Generative lesson – use as many times as necessary depending on needs of your class</p>	<p>Observation / Anecdotal Notes</p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Word-Solving Actions Assessment C</li> </ul>
<b>Spelling Patterns</b>	2 mini lessons	Change the beginning sound or sounds to make and solve a new word (WSA3, WSA4)	<p>Say and Sort (WSA3) Hear and Say (WSA4) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Charlie Parker Played Be Bop</li> <li>• Creak! Said the Bed</li> <li>• When it Starts to Snow</li> <li>• The Doorbell Rang <ul style="list-style-type: none"> <li>○ Teacher Observation / Anecdotal Notes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> </ul>

			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Hiccup, Hiccup</li> <li>• Elsie Marley</li> </ul> <p>*Generative lessons – use as many times as necessary depending on needs of your class</p> <p>*It is recommended you use these lessons again when you introduce blends and digraphs.</p>	
	1 mini	Identify and use	Make Words (SP1) Interactive	<ul style="list-style-type: none"> <li>• Teacher</li> </ul>

	lesson	the CVC pattern (SP1)	<p>Read Alouds:</p> <ul style="list-style-type: none"> <li>• Have You Seen My Cat?</li> <li>• The Little Red Hen</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• A Frog Sat on a Log</li> <li>• I Can Do It Myself</li> <li>• Five Fat Peas</li> </ul> <p>*Generative lesson – use as many times as necessary depending on needs of your class</p>	<p>Observation / Anecdotal Notes</p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Spelling Patterns Assessment A, B, C, D, or G</li> </ul>
	3 mini lessons	Identify and use phonograms (SP2, SP3, SP4)	<p>Notice Parts (SP2, SP3, SP4) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Red is a Dragon</li> <li>• From Head to Toe</li> <li>• Have You Seen My Cat?</li> <li>• Top Cat</li> <li>• Alicia’s Happy Day</li> <li>• The Gingerbread Boy</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Spelling Patterns Assessment A, B, C, E, F, G, or H</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• There Once Was an Old Woman</li> <li>• This Old Man</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Spelling Patterns Assessment A, B, C, E, F, G, or H</li> </ul>

			<ul style="list-style-type: none"> <li>• We Can</li> <li>• The Muffin Man</li> <li>• My Head</li> <li>• Make a Pancake</li> <li>• The Cat</li> <li>• Five Little Snowmen</li> <li>• Rain, Rain, Go Away</li> </ul>	
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			<ul style="list-style-type: none"> <li>• How Many Days?</li> </ul> <p>*It is not necessary to teach a separate lesson for each phonogram. Once students understand that there are patterns and learn to look for patterns, they will quickly discover more for themselves.</p>	
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA.L.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.WF.K.1.A	Match upper and lowercase letters.

ELA.L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
ELA.L.WF.K.1.C	Write left to right and include a space between words.
ELA.L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
ELA.L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
ELA.L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
ELA.L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
ELA.L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
ELA.L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
ELA.L.WF.K.3.B	Write simple sentences.
ELA.L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
ELA.L.WF.K.3.D	Use end punctuation.
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.

## **Heggerty Phonemic Awareness**

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Teachers should follow the 35-weeks of explicit and systematic phonological and phonemic awareness lessons in the Kindergarten Heggerty Phonemic Awareness book. These phonemic awareness lessons should be taught daily in a whole-class setting. The first eight skills in the lessons are oral and auditory, and the words are not shown in print to students. In addition to whole group instruction, specific skills can be taught to target instruction for intervention in a small group or one-on-one setting as needed.

### **Phonemic Awareness Lesson Components taught in the order of easiest to most difficult:**

I. Rhyme

II. Initial Phoneme Isolation

III. Blending

IV. Isolating Final or Medial Phonemes

V. Segmenting

VI. Adding

VII. Deleting

VIII. Substituting

### **Early Literacy Skills:**

I. Alphabet Knowledge

## II. Language Awareness

## III. Phoneme - Grapheme Connection (Beginning in Week 11)

### Lesson Components by Week:

- Rhyming
  - Rhyme Production with a familiar word or rime (Weeks 13-17)
- Initial Phoneme Isolation
  - Isolating initial consonants, short vowels, long vowels, digraphs, isolating initial phoneme of blend (Weeks 13-21)
- Blending
  - Blending phonemes into spoken words (Weeks 11-35)
- Isolating Final or Medial Phonemes
  - Isolating final phonemes in spoken words (Weeks 1-9, 23-24 (Digraphs), 25-26 (Mixed))
  - Isolating medial phonemes in spoken words (Weeks 13-22, 27-35)
- Segmenting
  - Segmenting Spoken words into phonemes (Weeks 11-35)
- Adding
  - Adding initial phonemes to spoken words (Weeks 7-27)
- Deleting
  - Deleting initial phonemes from spoken words (Weeks 7-27)
- Substituting
  - Substituting the initial phoneme(s) in spoken words (7-27)
- Alphabet Knowledge
  - Letters & Sounds: Random Order/As Needed (Weeks 11-17)
  - Multiple Sounds of Consonants & Vowels (Weeks 18-22)
  - Consonant Digraphs (Weeks 23-24)
- Language Awareness
  - Reciting Nursery Rhymes (Weeks 7-17)
- Phoneme-Grapheme Connection
  - Map Final Phonemes (Weeks 13-14)
  - Map Medial Phonemes (Weeks 15-16)
  - Connect Phonemes to Graphemes (Weeks 18-35)

### Decodable Books:

- *The Big Red Hat* - Short Vowels, Ending -s (Week 20)
- *Can It Dig?* - Short Vowels, Ending -s (Week 22)
- *Bess Gets a Bell* - Double Consonants, Consonant Digraphs (Week 24)
- *The Mom and Pop Shop* - Double Consonants, Consonant Digraphs (Week 26)

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Provide many examples to help ELL students understand the meaning of the term *word*.
- Meet with ELL students for a mini small group lesson prior to the whole group lesson.
- Provide IEP and RTI students with a personal word wall.
- Encourage a home/school connection with a flash card envelope for children struggling with word retention.
- Repeat/act out directions in several different ways.
- Use short, simple sentences for interactive writing.
- Use pictures and objects that children understand and that connect to their homes and neighborhoods.
- Provide children exceeding standards with more words and opportunities to find words in reading selections.

## **Suggested Technological Innovations/Use**

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SMARTBoard activities, You Tube videos, online games, My Reading Academy, ESGI,  
<https://my.heggerty.org/login>, [www.hubbardscupboard.org](http://www.hubbardscupboard.org),

[www.starfall.com](http://www.starfall.com)

## **Career Readiness, Life Literacies, and Key Skills**

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All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.



# Unit 3/Trimester 3 - Words, Words, Words

Content Area: **Language Arts**  
Course(s): **Language Arts**  
Time Period:  
Length: **Trimester 3**  
Status: **Published**

## Summary of the Unit

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Unit 3 continues to build upon the skills introduced in previous units, with an emphasis on word structure and word analysis. Looking at the structure of words will help students learn how words are related to each other and how they can be changed by adding letters, letter clusters, and larger word parts. Word analysis, or word-solving actions, are the strategic moves readers make when they use their knowledge to solve words. The more students can integrate these strategies into their reading, the more flexible they will become in solving words. Choose lessons from this curriculum that best meet the needs of your students. Determine the number of lessons you teach on each concept based on your students' progress. Choose 3 whole class lessons per day (total) using the Phonics, Spelling, and Word Work curriculum and the IRA curriculum. Included in the Instructional Activities for each topic/lesson are suggested titles from the IRA books and Sing a Song of Poetry that correlate with the objectives. These titles are there to supplement your instruction if needed; they are not a mandatory part of the lessons. There is also a helpful chart on page 13 in Sing a Song of Poetry, with a list of poems and the phonogram patterns, letter sounds, high-frequency words, and concept words that you will find in each of them. This list is not comprehensive; page 14 provides a blank chart for you to make notes on the other poems you find useful in teaching specific concepts. Depending on your students, you may need to spend additional time on certain lessons. You may also be able to eliminate lessons if your students have already mastered a particular skill.

This unit also continues the use of the Heggerty Decodable Books. These books can be integrated into your Guided Reading groups or strategy groups to help reinforce phonics skills.

## Enduring Understandings

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- Word analysis and decoding skills are foundational for success as a reader.
- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help students figure out unfamiliar words while reading.
- Proficient readers employ a combination of phonetic strategies to help them understand text.

## Essential Questions

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- • How can I manipulate sounds to make words?

- • How can understanding how words work help me to grow as a reader?
- • How do readers use strategies to solve unknown words?

## Summative Assessment and/or Summative Criteria

- Letter/Sound Assessment
- Word Inventory

## Resources

- Fountas and Pinnell Phonics, Spelling, and Word Study Lessons
- The Fountas and Pinnell Comprehensive Phonics, Spelling, and Word Study Guide
- Irene C. Fountas and Gay Su Pinnell Sing a Song of Poetry
- The Fountas and Pinnell Literacy Continuum
- Heggerty Phonemic Awareness Book
- Heggerty Decodable Books
- Kindergarten Pacing Guide

## Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<b>Phonological Awareness</b>	1 or more mini lessons depending on needs of your students	Distinguish and divide onsets and rimes  (PA19)	Hear and Say (PA19) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• Two Homes</li> <li>• I Know a Lady</li> <li>• Teacher Observation / Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> </ul>
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Jack, Jack</li> <li>• Hickory, Dickory, Dock!</li> </ul>	
			*Generative lesson – use as many times as necessary depending on needs of your class	
	1 or more mini lessons depending	Distinguish and blend onsets with	Hear and Say (PA20) Interactive Read Alouds:	<ul style="list-style-type: none"> <li>• Teacher</li> </ul>

	on needs of your students	rimes (PA20)	<ul style="list-style-type: none"> <li>• Cat's Colors</li> <li>• Building a House</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Phonological Awareness Assessment H or K</li> </ul>	<p>Observation / Anecdotal Notes</p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Phonological Awareness Assessment H or K</li> </ul>
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• My Eyes Can See</li> <li>• Baby Seeds</li> </ul>	
			*Generative lesson – use as many times as necessary depending on needs of your class	
	1 mini lesson	Discover and produce two sounds in a word (PA21)	<p>Hear and Say (PA21)</p> <p>Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Baa Baa Black Sheep</li> <li>• Flower Garden</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> </ul>

			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Five Little Froggie</li> <li>• Jerry Hall</li> </ul> <p>*Generative lesson – use as many times as necessary depending on needs of your class</p>	
	1 mini lesson	Discover and produce three sounds in a word (PA22)	<p>Hear and Say (PA22) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Rattletrap Car</li> <li>• One Duck Stuck</li> </ul> <p>*Generative lesson – use as many times as necessary depending on needs of your class</p>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> </ul>
	2 mini lessons	Discover and produce three, four, or more sounds in a word in sequence (PA23, PA24)	<p>Hear and Say (PA23, PA24) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Creak! Said the Bed</li> <li>• Two Homes</li> <li>• Rattletrap Car</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> </ul>

			<ul style="list-style-type: none"> <li>• Charlie Parker Played Be Bop</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Phonological Awareness Assessment C, D, G, H, or K</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Phonological Awareness Assessment C, D, G, H, or K</li> </ul>
		<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Grandpa Grig</li> <li>• The Lost Shoe</li> <li>• There Was an Old Woman</li> <li>• To Market, to Market</li> </ul>		
		*Generative lessons – use as many times as necessary depending on needs of your class		
	2 or more mini lessons, depending on needs of your students	Locate and delete the beginning sound of a word (PA25, PA26)	<p>Notice Parts (PA25)</p> <p>Hear and Say (PA26)</p> <p>Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Wemberly Worried</li> <li>• A My Name is Alice</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Phonological Awareness Assessment I or K</li> </ul>

			<ul style="list-style-type: none"> <li>• Miss Bindergarten Gets Ready for Kindergarten</li> <li>• Max Found Two Sticks</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Willaby, Wallaby, Woo</li> <li>• Hickory, Dickory, Dock!</li> <li>• Higglety, Pigglety, Pop!</li> </ul> <p>*Generative lessons – use as many times as necessary depending on needs of your class</p>	
	1–2 mini lessons per letter	Identify beginning consonant sounds	See and Say (LSR6) Say and Write (LSR7)	<ul style="list-style-type: none"> <li>• Teacher</li> </ul>

		and the letters that represent them (LSR6, LSR7)  *continued from Unit 2	Interactive Read Alouds: <ul style="list-style-type: none"> <li>• A My Name is Alice</li> <li>• B is for Bulldozer</li> <li>• Alphabet Under Construction</li> <li>• I Love Our Earth</li> </ul> Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Five Fingers on Each Hand</li> <li>• Five Little Froggies</li> <li>• Here is a House</li> <li>• Diddley, Diddley, Dumpty</li> <li>• Chickery, Chickery, Cranny Crow</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Letter-Sound Relationships Assessment A or C</li> </ul>	Observation / Anecdotal Notes <ul style="list-style-type: none"> <li>• Fountas and Pinnell Letter-Sound Relationships Assessment A or C</li> </ul>
			*Generative lessons – use as many times as necessary depending on needs of your class	
	1-2 mini lessons per letter	Identify ending consonant sounds and the letters that represent them (LSR8)	Find and Match (LSR8) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• ABC I Like Me</li> <li>• On Market Street</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Letter-Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Letter-Sound</li> </ul>

		*continued from Unit 3	Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Five Fat Pumpkins</li> <li>• Pease, Porridge, Hot</li> <li>• Little White Rabbit</li> </ul>	Relationships Assessment B or C
			*Generative lesson – use as many times as necessary depending on needs of your class	
<b>High Frequency Words</b>	2 lessons per	Locate and read high frequency	Words to Know (HFW7)	

	week (4-5 new words each week)	words in continuous text (HFW7)	Interactive Read Alouds: <ul style="list-style-type: none"> <li>• I'm a Little Teapot</li> <li>• It's Raining, It's Pouring</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Running Records</li> </ul>
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Five Fingers on Each Hand</li> <li>• Little Red Apple</li> <li>• I Clap My Hands</li> </ul>	
			*Generative lesson – use as many times as necessary depending on needs of your class	
	1 or more mini lessons depending on the needs of your students	Identify and use concept words: number names (WMV4)	Map Words (WMV4) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• Fish Eyes</li> <li>• One Duck Stuck</li> <li>• Teacher Observation / Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> </ul>
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Five Fat Pumpkins</li> <li>• Jumping Beans</li> </ul>	
	2 or more mini lessons depending on the needs of your students	Identify and use concept words: days of the week (WMV5, WMV6)	Map Words (WMV5, WMV6) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• Cookie's Week</li> <li>• Dear Daisy, Get Well Soon</li> <li>• One Monday Morning</li> <li>• Today is Monday</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/ Anecdotal Notes</li> </ul>
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• How Many Days?</li> <li>• Tommy Snooks</li> <li>• Today</li> </ul>	
	1 mini lesson	Recognize related words (WMV7)	Map Words (WMV7) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• Do Like Kyla</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal</li> </ul>

			<ul style="list-style-type: none"> <li>• Jonathan and His Mommy</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Five Little Ducks</li> <li>• Five Little Monkeys on the Bed</li> <li>• My Little Sister</li> <li>• Teacher Observation / Anecdotal Notes</li> </ul>	Notes
<b>Spelling Patterns</b>	1 mini lesson	Distinguish sounds in sequence (WSA5)	<p>Hear and Say (WSA5) Say and Write (WSA5) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• It's Raining, It's Pouring</li> <li>• Elephants Swim</li> <li>• Teacher Observation / Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> </ul>
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• The Mocking Bird</li> <li>• Who Stole the Cookies?</li> <li>• Little Red Apple</li> </ul>	
			*Generative lesson – use as many times as necessary depending on needs of your class	
	2 mini lessons	Apply onsets and rimes in known words to read and write other words with the same parts (WSA6, WSA7)	<p>Notice Parts (WSA6, WSA7) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Charlie Parker Played Be Bop</li> <li>• Rattletrap Car</li> <li>• The Bus for Us</li> <li>• Where Are You Going, Little Mouse?</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Word Solving Actions Assessment D, E, F, or H</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Word Solving Actions Assessment D, E, F, or H</li> </ul>

			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Rig-a-jig-jig</li> <li>• Chickery, Chickery,</li> </ul>	
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			Cranny, Crow	
			*Generative lessons – use as many times necessary depending on needs of your class	
2 mini lessons	Change the ending sound or sounds to make and solve a new word  (WSA8, WSA9)		Find and Match (WSA8) Hear and Say (WSA9) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• A My Name is Alice</li> <li>• Slowly, Slowly Said the Sloth</li> <li>• Alicia’s Happy Day</li> <li>• Flower Garden</li> <li>• Teacher Observation / Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> </ul>
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Three Men in a Tub</li> <li>• Blackberries</li> <li>• Five Fat Pumpkins</li> <li>• Dance a Merry Jig</li> </ul>	
			*Generative lessons – use as many times as necessary depending on needs of your class	
2 mini lessons	Identify and use phonograms with a VCe pattern (SP5, SP6)		Notice Parts (SP5, SP6) Interactive Read Alouds: <ul style="list-style-type: none"> <li>• Sleepy Bears</li> <li>• Over on the Farm</li> <li>• When it Starts to Snow</li> <li>• Feathers for Lunch</li> <li>• Teacher Observation/ Anecdotal Notes</li> <li>• Fountas and Pinnell Spelling Patterns Assessment E</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/ Anecdotal Notes</li> <li>• Fountas and Pinnell Spelling Patterns Assessment E</li> </ul>
			Sing a Song of Poetry: <ul style="list-style-type: none"> <li>• Hiccup, Hiccup</li> <li>• Pat-a-Cake</li> <li>• As I Was Walking</li> </ul>	

			<ul style="list-style-type: none"> <li>• Go to Bed Early</li> <li>• The Elephant Goes Like</li> </ul>	
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			<p>This</p> <ul style="list-style-type: none"> <li>• Pease Porridge Hot</li> </ul> <p>*It is not necessary to teach a separate lesson for each phonogram. Once students understand that there are patterns and learn to look for patterns, they will quickly discover more for themselves.</p>	
	1 mini lesson	Recognize and apply letter patterns (SP7)	<p>Notice Parts (SP7) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• Creak! Said the Bed</li> <li>• Rattletrap Car</li> </ul> <p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Go to Bed Early</li> <li>• Teeter Totter</li> </ul> <p>*Generative lesson – use as many times as necessary depending on needs of your class</p>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Spelling Patterns Assessment A, B, C, or G</li> </ul>
<b>Early Literacy Concepts</b>	1 mini lesson	Understand the concept of a contraction (WS2)	<p>Make Words (WS2) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• It's Raining, It's Pouring</li> <li>• Don't You Feel Well, Sam?</li> <li>• Teacher Observation / Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> </ul>
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• I'm a Little Acorn Brown</li> <li>• There Was an Old Woman Who Lived in a Shoe</li> <li>• Skip to My Lou</li> <li>• Color Song</li> <li>• Fuzzy Wuzzy</li> </ul>	
			<p>*Generative lesson – use as many times as necessary depending on needs of your class</p>	

	2 mini lessons	Identify and apply the concept of plurals (WS3, WS4)	<p>Say and Sort (WS3) Find and Match (WS4) Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>• The Three Bears</li> <li>• Three Hens and a Peacock</li> <li>• Flower Garden</li> <li>• A Fruit is a Suitcase for Seeds</li> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Word Structure Assessment A, B, C, D, E, or F</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation / Anecdotal Notes</li> <li>• Fountas and Pinnell Word Structure Assessment A, B, C, D, E, or F</li> </ul>
			<p>Sing a Song of Poetry:</p> <ul style="list-style-type: none"> <li>• Five Fingers on Each Hand</li> <li>• Puppies and Kittens</li> <li>• All by Myself</li> <li>• Hot Cross Buns</li> <li>• Here Are My Ears</li> </ul>	

- ELA.L.RF.K.1 Demonstrate understanding of the organization and basic features of print.
- ELA.L.RF.K.1.A Follow words from left to right, top to bottom, and page by page.
- ELA.L.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- ELA.L.RF.K.1.C Understand that words are separated by spaces in print.
- ELA.L.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.
- ELA.L.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- ELA.L.RF.K.2.A Recognize and produce rhyming words.
- ELA.L.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.
- ELA.L.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.
- ELA.L.RF.K.2.D Orally repeat multi-syllable words and pronounce the separate syllables.
- ELA.L.RF.K.2.E Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- ELA.L.RF.K.2.F Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- ELA.L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.WF.K.1	Demonstrate command of the conventions of writing.
ELA.L.WF.K.1.A	Match upper and lowercase letters.
ELA.L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
ELA.L.WF.K.1.C	Write left to right and include a space between words.
ELA.L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
ELA.L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
ELA.L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
ELA.L.WF.K.2.A	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
ELA.L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
ELA.L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
ELA.L.WF.K.2.D	Writing frequently used words accurately.
ELA.L.WF.K.2.E	Attempting phonetic spellings of unknown words.
ELA.L.WF.K.2.F	Writing initial and final consonant blends (must, slab, plump).
ELA.L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
ELA.L.WF.K.3.B	Write simple sentences.
ELA.L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
ELA.L.WF.K.3.D	Use end punctuation.
ELA.L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.
ELA.L.WF.K.3.F	Write sentences with increasing complexity.
ELA.L.WF.K.3.G	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
ELA.L.WF.K.3.H	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
ELA.L.WF.K.3.I	With support, distinguish between a complete sentence and a sentence fragment.
ELA.L.WF.K.3.J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
ELA.L.WF.K.3.K	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
ELA.L.WF.K.3.L	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

ELA.L.KL.K.1.A	Use frequently occurring nouns and verbs.
ELA.L.KL.K.1.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
ELA.L.KL.K.1.C	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
ELA.L.KL.K.1.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.
ELA.L.VL.K.2.B	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

## **Heggerty Phonemic Awareness**

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Teachers should follow the 35-weeks of explicit and systematic phonological and phonemic awareness lessons in the Kindergarten Heggerty Phonemic Awareness book. These phonemic awareness lessons should be taught daily in a whole-class setting. The first eight skills in the lessons are oral and auditory, and the words are not shown in print to students. In addition to whole group instruction, specific skills can be taught to target instruction for intervention in a small group or one-on-one setting as needed.

### **Phonemic Awareness Lesson Components taught in the order of easiest to most difficult:**

I. Rhyme

II. Initial Phoneme Isolation

III. Blending

IV. Isolating Final or Medial Phonemes

V. Segmenting

VI. Adding

VII. Deleting

VIII. Substituting

### **Early Literacy Skills:**

I. Alphabet Knowledge

II. Language Awareness

III. Phoneme - Grapheme Connection (Beginning in Week 11)

### **Lesson Components by Week:**

- Blending
  - Blending phonemes into spoken words (Weeks 11-35)
- Isolating Final or Medial Phonemes
  - Isolating final phonemes in spoken words (Weeks 1-9, 23-24 (Digraphs), 25-26 (Mixed))
  - Isolating medial phonemes in spoken words (Weeks 13-22, 27-35)
- Segmenting
  - Segmenting Spoken words into phonemes (Weeks 11-35)
- Adding
  - Adding initial phonemes to spoken words (Weeks 7-27)
  - Adding Final phonemes to spoken words (Weeks 28-35)
- Deleting
  - Deleting initial phonemes from spoken words (Weeks 7-27)
  - Deleting final phonemes from spoken words (Weeks 28-35)
- Substituting
  - Substituting the initial phoneme(s) in spoken words (Weeks 7-27)
  - Substituting the final phoneme in spoken words (Weeks 28-31)
  - Substituting the medial phoneme in spoken words (Weeks 32-35)
- Alphabet Knowledge
  - L Blends (Week 25)
  - S Blends (Week 26)
  - L&S Blends (Week 27)
  - R Blends (Week 28)
  - L,S,R Blends (Week 29)
  - Review of Consonants, Digraphs, Vowels, and Blends (Weeks 30-35)
- Phoneme-Grapheme Connection
  - Connect Phonemes to Graphemes (Weeks 18-35)

### **Decodable Books:**

- *Grandma Has a Drill* - Consonant s, l, r blends (Week 28)
- *We All Help Clean* - Consonant s, l, r blends (Week 30)
- *Farmer Luke Sleeps Late* - Long Vowel CVCe, y as a vowel (Week 32)
- *Lake Hills Drive* - Long Vowel CVCe, y as a vowel (Week 34)

### **Suggested Modifications for Special Education, ELL and Gifted Students**

- Provide many examples to help ELL students understand the meaning of the term *word*.
- Meet with ELL students for a mini small group lesson prior to the whole group lesson.
- Provide IEP and RTI students with a personal word wall.
- Encourage a home/school connection with a flash card envelope for children struggling with word retention.
- Repeat/act out directions in several different ways.
- Use short, simple sentences for interactive writing.
- Use pictures and objects that children understand and that connect to their homes and neighborhoods.
- Provide children exceeding standards with more words and opportunities to find words in reading

selections.

### **Suggested Technological Innovations/Use**

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SMARTBoard activities, You Tube videos, online games, My Reading Academy, ESGI, <https://my.heggerty.org/login>, [www.hubbardscupboard.org](http://www.hubbardscupboard.org), [www.starfall.com](http://www.starfall.com)

### **Career Readiness , Life Literacies, and Key Skills**

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All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.