

Comprehensive Curriculum

Kindergarten Reading Essentials

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**Kindergarten
Reading Essentials
Phonemic Awareness and Phonics
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**Kindergarten
Reading Essentials
Unit 1: Phonemic Awareness and Phonics**

Time Frame: Approximately four weeks

Unit Description

The emphases of this unit are phonemic awareness and letter recognition. Phonemic awareness activities are related to the sounds that make up words and not the names of individual letters. Activities will focus on helping students learn to articulate some of the phonemes used in the English language as well as blending and segmenting two- and three-sound real and nonsense words. Additionally, activities will be provided to help students learn to name, form, and alphabetize all uppercase letters with an emphasis placed on top-to-bottom, left-to-right formation and proper grounding of letters on the lines. Attention will be given to help students identify their own first name in capital letters. Book concepts, including recognizing the front and back covers, the title page, and the inside pages are covered. Exposure to concepts of print includes spacing between words as well as left-to-right and top-to-bottom progression. Activities in giving and following one-step directions will be provided.

In order for activities in the units to be done in a developmentally appropriate manner, it is important for teachers to note the following:

- Each unit lists numerous sample activities. Teachers should select one or a very limited number of these activities to present at one time. A variety is provided so that teachers can choose those activities that best suit the needs and interests of students.
- Most items in the sample activities are designed to be used for very short periods of time (three to five minutes).
- Transitions in the daily schedule are good times to present these activities to students. The sample activities should not be limited to whole-group instruction but should be incorporated throughout the day, including small-group time, outdoor gross motor play, and free-choice center time.

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Demonstrate understanding of phonemic awareness by creating rhyming words (ELA-1-E1)
01b.	Demonstrate understanding of phonemic awareness by demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen (ELA-1-E1)

GLE #	GLE Text and Benchmarks
01c.	Demonstrate understanding of phonemic awareness by identifying when words begin with the same sound (ELA-1-E1)
01d.	Demonstrate understanding of phonemic awareness by listening to three sounds (phonemes) and recognizing that two are the same (ELA-1-E1)
01e.	Demonstrate understanding of phonemic awareness by listening to and deleting or adding a beginning, a middle, or a final sound to a word (ELA-1-E1)
01f.	Demonstrate understanding of phonemic awareness by orally segmenting individual sounds (phonemes) in words that have two to five sounds (ELA-1-E1)
01h.	Demonstrate understanding of phonemic awareness by clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1)
02a.	Demonstrate understanding of alphabetic principle by distinguishing and naming all uppercase and lowercase letters (ELA-1-E1)
02b.	Demonstrate understanding of alphabetic principle by identifying own first and last name (ELA-1-E1)
07a.	Demonstrate understanding of book and print concepts by locating the front and back covers, title pages, and inside pages of a book (ELA-1-E2)
28.	Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page (ELA-3-E1)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
35.	Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)

Sample Activities

Daily phonics lessons should include two or more of the tasks from each of the following activity lists. All activities should be addressed at least once within the unit.

Activity List 1: Rhyme (GLE: 01a)

- Teacher gives students two words, and students indicate whether they rhyme or not with thumbs up for yes and thumbs down for no.
- Teacher gives students three words, and students select the two that rhyme.
- Students sort sets of pictures into rhyming pairs.
- Students select two pictures out of three that rhyme. Teacher gives students a word, and students find the picture that rhymes with the word.

Activity List 2: Onset and Rime (GLEs: 01b, 01f)

- Teacher says two word parts (giving sounds only and not letters), pausing at least

three seconds between word parts, and then asks students to blend them into a word. For example, teacher says, “The word parts are /p/ /an/. What is the word when you put them together?” (Answer: *pan*.)

- Teacher says a word, and then asks students to say the first part of the word and the rest of the word. For example, teacher says, “The word is *pan*. Say the first sound and then the rest of the word.” (Answer: /p/ /an/.)

Activity List 3: Syllables—Segmenting (GLE: 01h)

- Students say and clap syllables in two-syllable compound words.
- Students say and clap syllables in two-syllable words.
- Students say and clap syllables in three-syllable words.
- Students say and clap syllables in four-syllable words.

Activity List 4: Syllables—Blending (GLE: 01b)

- Teacher gives students two parts of a two-syllable compound word, pausing three seconds between syllables, and students blend the parts into a word.
- Teacher gives students each syllable of a two-syllable word, pausing three seconds between syllables, and students blend the parts into a word.
- Teacher gives students each syllable of a three-syllable word, pausing three seconds between syllables, and students blend the parts into a word.
- Teacher asks a student to conduct the class. The teacher whispers the syllables of a two- or three-syllable word into the student’s ear. The student then says the syllables for the class to blend into a word.

Activity List 5: Repeating Nonsense Words (GLEs: 01a, 01h)

- Teacher orally gives students a one-syllable nonsense word, and students repeat the word while clapping the syllables.
- Teacher orally gives students two nonsense words that rhyme, and students repeat the words, then create another real or nonsense word that rhymes.

Activity List 6: Phonemic Awareness—Alliteration (GLE: 01c)

- Teacher orally says two- or three-word phrases, some alliterative and some not alliterative, and students indicate whether or not the phrases have words beginning with the same sound by giving a thumbs up for yes and thumbs down for no.
- Teacher says an alliterative sentence, and students repeat the sentence.

Activity List 7: Phonemic Awareness—Phoneme Articulation (GLEs: 01c, 01f)

- Teacher introduces one of the following groups of phonemes each week. Note: phonemes are the sounds of speech and not letter names. Teacher models phoneme formation and has students repeat the phoneme while making the gesture for the key word (in parentheses) for the phoneme. Students will also recognize that the phoneme is the first sound in the key word.

Group	Phonemes
1	/m/ (rub tummy; say <i>m-m-m-m</i>), /s/ (wiggle hand like a snake), short <i>a</i> (pretend to hold an apple)
2	/th/ unvoiced (hold up thumb), /t/ (tap the top of head), long <i>o</i> (open your hands)
3	/b/ (bounce a ball), /f/ (fan your face), short <i>o</i> (make your fingers act like an octopus)
4	/h/ (tip your hat), /z/ (zip up your jacket), long <i>e</i> (eat something)
5	/k/ (kick something), /p/ (pet an animal), short <i>i</i> (scratch an itch)
6	/sh/ (put fingers to lips to make <i>sh</i> sound), /d/ (dig into the ground), long <i>a</i> (tie an apron in back of your body)

- Teacher makes a gesture, and students say the phoneme.
- Teacher says the phoneme, and students make the gesture while repeating the sound.
- Teacher says a key word, and students say, “The first sound in _____ is /__/.” For example, teacher says *zip*, and students say, “The first sound in *zip* is /z/.”

Activity List 8: Phonemic Awareness—Phoneme Identification (GLEs: 01c, 1d, 01f)

- Students have a paper with two boxes drawn on it side by side. Teacher articulates two phonemes. Students put two chips of different colors in the boxes if the phonemes are different and two chips of the same color if they are the same. Students touch each chip, from left to right, and repeat the phonemes.
- Teacher says a word that begins with one of the phonemes taught, and students identify the first phoneme in the word.
- Teacher names a target phoneme and says several words. After each word, students indicate if the word begins with the target phoneme.

Activity List 9: Phonemic Awareness—Phoneme Categorization (GLEs: 01c, 01d)

- Students sort pictures into words that begin with the same phoneme.
- Teacher says three words, and students identify the two that begin with the same phoneme.

Activity List 10: Phoneme Awareness—Phonemic Segmenting and Blending (GLEs: 01b, 01f)

- Students at first emulate the teacher as she or he names phonemes in two- or three-sound words, touching head for the first phoneme, waist for the middle phoneme, and toes for the final phoneme. Later, students say the phonemes in the word on their own. Use mostly words with phonemes taught to date, and at first use mostly words that begin with continuants. (A continuant is a phoneme that can be uttered until you run out of breath; /m/, /s/, /th/, /f/, /h/, /z/, /sh/, and all the vowels are continuant phonemes taught in this unit.)
- Students emulate the teacher as she or he names phonemes in two- and three-sound words, holding up a different finger as each phoneme is articulated. Later, they say the phonemes in the word on their own. Use mostly words with phonemes taught to date.
- Students have two or three colored tiles in front of them. Teacher says a two- or three-sound word, and students repeat the word. Teacher then runs finger under tiles and says the word. Students emulate the teacher. Use mostly words with phonemes taught to date.
- Teacher says two or three phonemes, pausing at least three seconds between phonemes. Students repeat the phonemes and blend them into a word. Use mostly words with phonemes taught to date, and at first use all words with continuants as the first phoneme.

Activity List 11: Book Use (GLEs: 07a, 7c)

- After class discussions and modeling during shared reading opportunities, students point to the following in a book: front cover, back cover, inside pages, title page, first word on a page, last word on a page.
- Students count the number of words on a page in a grade-appropriate book.
- Students emulate the teacher as she or he reads sentences on a page and touches each letter on the page, starting from left to right and moving from top to bottom.

Activity List 12: Letter Knowledge (GLEs: 02a, 02b)

- Students learn to sing the alphabet song, normally and slowly, and to touch each uppercase letter (arranged in alphabetical order) while singing the song.
- Teacher introduces uppercase letters to students, one each day, having the students name the letter and place it in correct alphabetical order on a template with the five letters being introduced that week.
- Students arrange cards of the letters introduced in alphabetical order, using a template until they can arrange the letters alphabetically without the template.
- Students name the letters already introduced from a page of letters arranged in random order.
- Teacher gives students a list of all first names of students in the class written in

uppercase letters, listed in a different order every day. Students underline their own names and practice writing their names. Variations of this activity are repeated daily until students recognize and can write their own names.

Activity List 13: Letter Formation and Printing (GLEs: 02b, 28, 29, 30)

- Students trace uppercase letters made of a textured material (for example, felt or fine sandpaper) as they say the letter name. Teacher models, and students use top-to-bottom and left-to-right movements as they trace the letters.
- Students begin making an alphabet book, in which they practice writing the uppercase and lowercase letters as they learn letter formation. The alphabet book will have two pages of practice for each uppercase letter and two pages of practice with each lowercase letter. The students will write their best letters on one line after practicing the letter. This will serve as a record of how their printing improves.
- Teacher gives each student a model of his or her name written in uppercase letters to put on his or her desk. Students practice writing their first names every day.
- Teacher dictates letter names to students from all letters learned to date. Students write each letter, leaving one finger's space between each letter.

Activity List 14: Giving and Following Directions (GLE: 35)

- Teacher gives one-step direction to students, and students repeat the direction and follow it.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

Written Products

- Writing samples of letters
- Writing samples of words
- Writing samples of sentences

Kindergarten
Reading Essentials
Unit 2: Phonemic Awareness and Phonics

Time Frame: Approximately six weeks

Unit Description

This unit continues to emphasize phonemic awareness and letter formation. More of the phonemes used in the English language are introduced, along with blending and segmenting four-sound real and nonsense words ending with blends. Letter-writing activities will include naming, forming, and alphabetizing all lowercase letters, with continued emphasis on top-to-bottom, left-to-right formation and proper grounding on lines. Students will have the opportunity to learn to identify their own first name in lowercase letters and will be given continued practice in giving and following one-step directions. Students who cannot perform the significant tasks in Unit 1 should be given small-group intervention instruction.

In order for activities in the units to be done in a developmentally appropriate manner, it is important for teachers to note the following:

- Each unit lists numerous sample activities. Teachers should select one or a very limited number of these activities to present at one time. A variety is provided so that teachers can choose those activities that best suit the needs and interests of students.
- Most items in the sample activities are designed to be used for very short periods of time (three to five minutes).
- Transitions in the daily schedule are good times to present these activities to students. The sample activities should not be limited to whole-group instruction but should be incorporated throughout the day, including small-group time, outdoor gross motor play, and free-choice center time.

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01b.	Demonstrate understanding of phonemic awareness by demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in the sequence heard or seen (ELA-1-E1)
01c.	Demonstrate understanding of phonemic awareness by identifying when words begin with the same sound (ELA-1-E1)
01d.	Demonstrate understanding of phonemic awareness by listening to three sounds (phonemes) and recognizing that two are the same (ELA-1-E1)
01e.	Demonstrate understanding of phonemic awareness by listening to and deleting or adding a beginning, a middle, or a final sound to a word (ELA-1-E1)

GLE #	GLE Text and Benchmarks
01f.	Demonstrate understanding of phonemic awareness by orally segmenting individual sounds (phonemes) in words that have two to five sounds (ELA-1-E1)
01g.	Demonstrate understanding of phonemic awareness by isolating and saying the beginning and final sounds (phonemes) of a spoken word (ELA-1-E1)
01h.	Demonstrate understanding of phonemic awareness by clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1)
02a.	Demonstrate understanding of alphabetic principle by distinguishing and naming all uppercase and lowercase letters (ELA-1-E1)
02b.	Demonstrate understanding of alphabetic principle by identifying own first and last name (ELA-1-E1)
07b.	Demonstrate understanding of book and print concepts by identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence (ELA-1-E2)
28.	Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page (ELA-3-E1)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
31.	Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
35.	Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)

Sample Activities

Daily phonics lessons should include two or more of the tasks from each of the following activity lists. All activities should be addressed at least once within the unit.

Activity List 1: Rhyme (GLE: 01a)

- Teacher gives students two words, and students tell whether or not the words rhyme.
- Teacher gives students three words, and students select the one that does not rhyme.
- Teacher shows students three pictures, and students select the one that does not rhyme.
- Students name rhyming words from poetry that teacher reads.

Activity List 2: Syllables (GLE: 01h)

- Teacher gives students a word of from one to five syllables. Students listen to word and uses index cards, felt pieces, or other objects to indicate the number of syllables in the word. Students then say each syllable while touching each object that represents a syllable.

Activity List 3: Repeating Nonsense Words (GLE: 01b)

- Teacher says a two-syllable nonsense word and students repeat it.

Activity List 4: Phonemic Awareness—Alliteration (GLE: 01c)

- Students create alliterative names for each other, for example, Big Billy, Smart Sally.
- Students add a word to a sentence that continues its alliteration, for example, “Purple people push _____.” *Potatoes, pumpkins, pilgrims, or pinwheels* are possible answers.

Activity List 5: Phonemic Awareness—Phoneme Articulation (GLEs: 01c, 01f)

- Teacher introduces one of the following groups of phonemes each week. Teacher models phoneme formation and has students repeat the phoneme while making the gesture for the key word (in parentheses) for the phoneme. Students will also recognize that the phoneme is the first sound in the key word, with the exception of the word *push* for the phoneme /oo/ because the phoneme is in the middle of the word.

Group	Phonemes
7	/v/ (make the <i>v</i> sign for victory), /g/ (act as if you are gulping), short <i>u</i> (point up)
8	/j/ (jump), /n/ (touch your nose), long <i>i</i> (pretend to lick an ice cream cone)
9	/ch/ (pretend to sneeze while making the /ch/ sound), /th/ voiced (point to “them”), short <i>e</i> (run your finger along the edge of a table)
10	/l/ (touch your lips), /y/ (stretch your arms overhead and begin to say <i>yes</i> , but only say the /y/ part of the word), /ue/ (put your hand to your lips as if saying <i>oops</i>)
11	/w/ (blow wind on your hand), /r/ (act like a robot), /oo/ (pretend to push something and say the sound)
12	/oi/ (press your nose like a pig and say <i>oink</i> without the <i>nk</i>), /ou/ (pinch yourself and make yourself say <i>ow!</i>)

- Teacher makes the gesture, and students say the phoneme.
- Teacher says the phoneme, and students make the gesture while repeating sound.
- Teacher says a key word, and students say, “The first sound in _____ is /__/.” For example, the teacher says *vine*, and the students say, “The first sound in *vine* is /v/.

Activity List 6: Phoneme Categorization (GLEs: 01d, 01g)

- Teacher says a word, and students name the ending phoneme.
- Students sort pictures into categories with the same ending phoneme.

Activity List 7: Phonemic Awareness—Phoneme Segmentation and Blending (GLEs: 01f, 01g)

- Students emulate the teacher as she or he names phonemes in four-sound words with ending blends, raising a different finger as each phoneme is articulated. Later, students say the phonemes in the word on their own. Use mostly words with phonemes taught to date.
- Students have four colored tiles in front of them. Teacher says a four-sound word with an ending blend, and students repeat the word. Teacher then runs finger under tiles and says the word. At first students emulate the teacher, and later students on their own segment the phonemes while touching the tiles, then run their fingers under the tiles to blend the phonemes into words. Use mostly words with phonemes taught to date.
- Teacher says four sounds in a word with an ending blend, pausing at least three seconds between phonemes. Students repeat the phonemes and blend them into a word. Use mostly words with phonemes taught to date, and at first use all words with continuants as the first phoneme.
- Teacher gives students a word with four sounds and an ending blend. Students touch head while naming the first sound, waist while naming the second sound, and toes while naming the ending sound.
- Teacher gives students a word with four sounds and an ending blend. Students extend a different finger while articulating each sound in the word.

Activity List 8: Phonemic Awareness—Phoneme Addition (GLEs: 01e, 01f)

- Teacher gives students a two-sound word beginning with a vowel sound and tells the students to add a sound to the beginning of the word. This can be done with nonsense words as either part of the blended word, and the answer can be a nonsense word. Examples are as follows: Teacher says “Say *aim* with an /s/ at the beginning.” (Answer: *same*.) Teacher says “Say *ab* with a /t/ at the beginning.” (Answer: *tab*.) Teacher says, “Say *ap* with a /b/ at the beginning.” (Answer: *bap*.)
- Teacher gives students a two-sound word ending with a vowel sound and tells them to add a sound to the end of the word. This can be done with nonsense words as either part of the blended word, and the answer can be a nonsense word. Example: Teacher says, “Say *mow* with a /z/ at the end.” (Answer: *moze* [a nonsense word].)

Activity List 9: Phonemic Awareness—Sound Chain (GLEs: 01d, 01e)

- Students represent a two- or three-sound word the teacher says with colored tiles, one tile for each phoneme. Teacher gives students a two- or three-sound word and then says a new two- or three-sound word in which one sound has changed. Students make a new word representation by removing the tile representing the sound that changed and putting in a new tile for the new sound. When two sounds in word are the same, the tiles representing those sounds should be the same color; otherwise all tiles should be different colors. An example of a chain for Unit 2 is *sit, sat, pat, mat, mit, bit, beat, sea, seam, team*. Remember, it is sounds that are being represented, not spellings. It is imperative in chains that only one sound change at a time.

Activity List 10: Print Awareness (GLE: 07b)

- Students point to the period at the end of all sentences on a page in an age-appropriate read-aloud book.
- On a page, a sentence strip the teacher has prepared, or from samples of shared writing activities, students circle the periods at the end of sentences and put periods at the end of sentences that do not have them. (Teacher may read the sentences to students.)

Activity List 11: Letter Knowledge (GLEs: 02a, 02b, 31)

- Students sing the alphabet song, normally and slowly, and touch each lowercase letter (arranged in alphabetical order) while singing the song.
- Teacher introduces lowercase letters to students, one each day, having the students name the letter, match it to the uppercase letter, and place it in correct alphabetical order on a template with the five letters being introduced that week.
- Students match all uppercase and lowercase letters introduced to date.
- Students arrange cards of the lowercase letters introduced in alphabetical order, using a template until they can arrange the letters alphabetically without the template.
- Students name uppercase letters and lowercase letters introduced to date from a page of letters arranged in random order.
- Teacher gives students a list of all first names of students in the class written in lowercase, listed in a different order every day. Students underline their own names and practice writing their names. Variations of this activity are repeated daily until students recognize and can write their own names. Teacher provides the student with his or her own name written (1) with random lowercase and uppercase letters, (2) with proper capitalization, and (3) with all lowercase letters. Students circle the name that is printed correctly and make corrections to the names that are incorrectly printed.

Activity List 12: Letter Formation and Printing (GLEs: 02b, 28, 29)

- Students trace lowercase letters made of a textured material (for example, felt or fine sandpaper) as they say the letter name. Teacher models, and students use top-to-bottom and left-to-right movements as they trace the letters.
- Students practice forming the letters they have learned in their alphabet books.
- Teacher gives each student a model of his or her first name written in lowercase letters with the first letter capitalized to put on their desks. Students practice writing their first names every day.
- Teacher dictates letter names to students. Students write each letter, leaving one finger's space between each letter.

Activity List 13: Giving and Following Directions (GLE: 35)

- Teacher gives one-step direction to student; students repeat the direction and follow it.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

Written Products

- Writing samples of letters
- Writing samples of words
- Writing samples of sentences

**Kindergarten
Reading Essentials
Unit 3: Phonemic Awareness and Phonics**

Time Frame: Approximately six weeks

Unit Description

Reading instruction begins in this unit. Letter-sound correspondences for some of the letters and reading CV and CVC words with short vowels are part of the focus of this unit. Activities will include reading real and nonsense words in lists, as well as decodable phrases, sentences made completely of words with letter-sound correspondences, and sight words students have learned. Decodable books read by students will have at least 95% of the words composed of letter-sound correspondences and sight words learned to date. Beginning spelling of CV and CVC words after segmenting the sounds and continued practice in printing upper and lowercase letters are provided through this unit. Phonemic awareness continues to be taught and practiced. Students who cannot perform the significant tasks in Unit 2 should be given small-group intervention instruction.

In order for activities in the units to be done in a developmentally appropriate manner, it is important for teachers to note the following:

- Each unit lists numerous sample activities. Teachers should select one or a very limited number of these activities to present at one time. A variety is provided so that teachers can choose those activities that best suit the needs and interests of students.
- Most items in the sample activities are designed to be used for very short periods of time (three to five minutes).
- Transitions in the daily schedule are good times to present these activities to students. The sample activities should not be limited to whole-group instruction but should be incorporated throughout the day, including small-group time, outdoor gross motor play, and free-choice center time.

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Demonstrate understanding of phonemic awareness by creating rhyming words (ELA-1-E1)
01b.	Demonstrate understanding of phonemic awareness by demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen (ELA-1-E1)
01c.	Demonstrate understanding of phonemic awareness by identifying when words begin with the same sound (ELA-1-E1)

GLE #	GLE Text and Benchmarks
01d.	Demonstrate understanding of phonemic awareness by listening to three sounds (phonemes) and recognizing that two are the same (ELA-1-E1)
01e.	Demonstrate understanding of phonemic awareness by listening to and deleting or adding a beginning, a middle, or a final sound to a word (ELA-1-E1)
01f.	Demonstrate understanding of phonemic awareness by orally segmenting individual sounds (phonemes) in words that have two to five sounds (ELA-1-E1)
01g.	Demonstrate understanding of phonemic awareness by isolating and saying the beginning and final sounds (phonemes) of a spoken word (ELA-1-E1)
01h.	Demonstrate understanding of phonemic awareness by clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1)
02a.	Demonstrate understanding of alphabetic principle by distinguishing and naming all uppercase and lowercase letters (ELA-1-E1)
02b.	Demonstrate understanding of alphabetic principle by identifying own first and last name (ELA-1-E1)
03a.	Demonstrate understanding of phonics by matching each consonant or short vowel sound to the appropriate letter (ELA-1-E1)
03b.	Demonstrate understanding of phonics by decoding simple one-syllable words (ELA-1-E1)
05.	Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
07b.	Demonstrate understanding of book and print concepts by identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence (ELA-1-E2)
07c.	Demonstrate understanding of book and print concepts by isolating individual words in print (ELA-1-E2)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31.	Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
32.	Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5)
35.	Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)

Sample Activities

Daily phonics lessons should include two or more of the tasks from each of the following activity lists. All activities should be addressed at least once within the unit.

Activity List 1: Rhyme (GLE: 01a)

- Students create rhyming words for objects in the classroom, around the school, or outdoors.

Activity List 2: Syllables (GLEs: 01c, 01h)

- Teacher gives students three multisyllable words, and students identify two that have the same first syllable.
- Teacher gives students a group of pictures and then says a number. Students sort through the pictures to find pictures of objects with that number of syllables.

Activity List 3: Repeating Nonsense Words (GLE: 35)

- Students repeat three-syllable nonsense words when the teacher instructs students to “say what I say.”

Activity List 4: Phonemic Awareness—Alliteration (GLE: 01c)

- Students create their own alliterative phrases or sentences.

Activity List 5: Phonemic Awareness—Phoneme Types (GLE: 01g)

- Teacher models sounds that continue (continuants) and those that stop (stops). Teacher names a phoneme, and students identify whether they can continue to say it for a long time (for example, /m/, /n/, /sh/) or if it pops out air or stops (for example, /t/, /p/, /ch/).

Activity List 6: Phonemic Awareness—Phoneme Segmenting and Blending (GLEs: 01b, 01f)

- Students emulate the teacher as she or he names phonemes in four-sound words with beginning blends, raising a different finger as each phoneme is articulated. Later, they say the phonemes in the word on their own. Use mostly words with phonemes taught to date.
- Students have four colored tiles in front of them. Teacher says a four-sound word with a beginning blend, and students repeat the word. Teacher touches each tile as she segments the word into phonemes. Teacher then runs a finger under the tiles and says the word. At first students emulate the teacher, and later students on their own segment the phonemes while touching the tiles, then run their fingers under the tiles to blend the phonemes into words. Use mostly words with phonemes taught to date.
- Teacher says four sounds in a word with a beginning blend, pausing at least three seconds between phonemes. Students repeat the phonemes and blend them into a word.
- Teacher gives students a word with four sounds and a beginning blend. Students touch head while naming the first sound, waist while naming the second sound,

and toes while naming the ending sound.

- Teacher gives students a word with four sounds and a beginning blend. Students extend a different finger while articulating each sound in the word.

Activity List 7: Phonemic Awareness—Sound Chain (GLEs: 01d, 01e)

- Students represent a two- or three-sound word the teacher says with colored tiles, one tile for each phoneme. Teacher gives students a new two- or three-sound word in which one sound has changed. Students make a new word representation by removing the tile representing the sound that changed and putting in a new tile for the new sound. For the first time, students may have to add or delete a tile. When two sounds in word are the same, the tiles representing those sounds should be the same color; otherwise all tiles should different colors. An example of a chain for this activity is *sit, sat, at, mat, mit, bit, beat, seat, seam, sea*. Remember, it is sounds that are being represented, not spellings. It is imperative in chains that only one sound change at a time.

Activity List 8: Phonemic Awareness—Phoneme Addition (GLEs: 01e, 01f)

- Teacher gives students a word of three sounds at the beginning and tells the student to add a sound to the end of the word. This can be done with nonsense words as either part of the blended word, and the answer can be a nonsense word. For example, teacher says, “Say *van* with a /t/ at the end.” (Answer: *vant* [nonsense word].) Teacher says, “Say *lamb* with a /p/ at the end.” (Answer: *lamp*.)

Activity List 9: Phonemic Awareness—Phoneme Deletion (GLEs: 01e, 01g)

- Teacher gives students a word and tells the student to delete a sound from the end of the word. This can be done with nonsense words or real words. Examples are as follows: Teacher says, “Say *seen* without the /n/ at the end.” (Answer: *see*.) Teacher says, “Say *made* without the /d/ at the end.” (Answer: *may*.) Teacher says, “Say *liss* without the /s/ at the end.” (Answer: *li* [short *i*].)
- Teacher gives students a word and tells the student to delete a sound at the beginning of the word. This can be done with real or nonsense words. Examples are as follows: Teacher says, “Say *write* without the /r/ at the beginning.” (Answer: *ite* [nonsense word].) Teacher says, “Say *van* without the /v/ at the beginning.” (Answer: *an*.) Teacher says, “Say *crime* without the /k/ at the beginning.” (Answer: *rime*.)

Activity List 10: Phonics—Matching Sounds and Letters (GLEs: 02a, 03a)

- Use the movable alphabet for this activity, with red letters for the vowels and black letters for the consonants. Match each consonant and short vowel sound or sounds to the appropriate letter. Teacher will introduce a group of letter-sound relationships one week and read words with those letters the next week. Whenever a consonant letter commonly represents two or more sounds, use the sounds in parentheses, which are the most common sound for that letter.

Group	Letter
1	<i>a, m, t, s</i>
2	<i>o, r, p, n</i>
3	<i>i, g (j), c (k), f, x (ks)</i>

- Students will touch the letter and say its sound. The teacher tells the students that the black letters are called “consonants” and the red letters are called “vowels.”
- Teacher will say the sound, and students will touch the letter.
- When the teacher asks which are vowels, students will point to the red letters or answer, “The red letters.”
- The teacher tells students that every word and syllable must have at least one vowel.
- When the teacher asks which letters are consonants, students will answer, “The black letters.”

Activity List 11: Phonics—Reading Individual Words (GLEs: 03a, 03b)

- Students read real and nonsense VC and CVC words spelled with the movable alphabet. They will touch each letter, say its sound, and then blend the sounds into a word while running their fingers under the letters.
- Students read words in a list that have only the letter-sound relationships they have learned. Word lists will have entirely real words or entirely nonsense words.

Activity List 12: Phonics—Word Chains (GLEs: 01e, 03a)

- The movable alphabet is used for this activity. Use only letters that have been taught. The teacher gives students a real or nonsense word, and students spell the word with the movable alphabet. The teacher gives a new word in which only one letter-sound combination changes. Students replace the letter that changed to make the new word. Examples of a word chain for this activity are *mat, sat, pat, pan, pin, pit, pig, hig* (nonsense), *hog, fog, gog* (nonsense), *gag, rag, rap, rat, at, mat, mag* (nonsense), *man, an*.

Activity List 13: Phonics—Spelling Individual Words (GLEs: 02a, 03a)

- Teacher dictates a word. Students segment the sounds and then name the sound as they print the letter. Students spell the word with letter names after they have printed the word.

Activity List 14: Phonics—Reading Decodable Connected Text (GLEs: 03b, 05)

- Students read phrases, sentences, and decodable books that have words for which they have learned the sound-symbol relationships.

Activity List 15: Sight Words (GLEs: 07c, 30)

- Students learn to read and spell the following sight words that are not decodable, based on what the students have learned: *the, of, is*. One word is introduced each of the first three weeks in the unit. Students practice reading and spelling the words throughout the unit.
- To introduce the word, the teacher shows the word to the students as she or he names the word. Students repeat the word, write the word with their fingers in the air while naming the letters, and then write the word on an index card that they will keep with other sight words to practice.
- For daily practice reading sight words, several times a day the teacher holds up a large card with the word and asks the students to read the word.
- Sight words are included on word lists for students to read. The list will grow longer as more words are introduced.
- For daily practice in learning to spell sight words, the teacher asks the students to write each sight word while they can look at it on the board or elsewhere. Then she will ask the students to write the word from memory. This continues every day after a sight word is introduced until most of the class can spell the word easily. (Students who struggle will receive intervention instruction in small groups.)

Activity List 16: Print Awareness (GLE: 07b)

- Students point to a question mark at the end of a sentence on a page in an age-appropriate read-aloud book.
- On a page the teacher has prepared or from shared writing activities, students circle the question marks at the end of sentences. (Teacher may read the sentences to students.)
- On a page of sentences written without ending punctuation, students determine whether a question mark or a period is the appropriate punctuation mark and add it to the sentences. (Teacher may read the sentences to students.)

Activity List 17: Letter Knowledge (GLEs: 02a, 02b)

- Students arrange cards of the uppercase and lowercase letters introduced in alphabetical order without using a template.
- Students are timed as they name uppercase letters and lowercase letters introduced from a page of letters arranged in random order. Students try to improve their time while accurately naming the letters.
- Teacher gives students a list of all first and last names of students in the class written in lowercase, listed in a different order every day. Students underline their own names and practice writing their names. Variations of this activity are repeated daily until students recognize and can write their own first and last names.

Activity List 18: Letter Formation and Printing (GLEs: 29, 30, 31)

- Students continue practicing letter formation of both uppercase and lowercase letters, with emphasis on top-to-bottom and left-to-right letter formation, as well as proper grounding on the lines.
- Students copy words, phrases, and sentences that they can read, paying attention to proper letter formation and spacing.
- Students practice writing their own first and last names legibly, using lowercase letters with proper capitalization.

Activity List 19: Spelling (GLEs: 03a, 32)

- Students write their own sentences and stories that show they know sound-symbol relationships by using developmental/inventive spelling.
- Teacher dictates three to five CVC and VC words daily that have letter-sound relationships that have been taught. Students practice printing the words without any help from words on a word wall or elsewhere.
- Teacher dictates sight words that have been taught, and students practice printing the words without any help from words on a word wall or elsewhere.

Activity List 20: Giving and Following Directions (GLEs: 03b, 35)

- Students read a direction that the teacher writes using sight words and other words with sound-symbol relationships the students have learned, and the students follow the directions, for example: Sit on the mat.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

Written Products

- Writing samples of letters
- Writing samples of words
- Writing samples of sentences

**Kindergarten
Reading Essentials
Unit 4: Phonemic Awareness and Phonics**

Time Frame: Approximately six weeks

Unit Description

Reading instruction continues in this unit with further practice in reading real and nonsense words, decodable phrases, and sentences made completely of words with letter-sound correspondences. More letter-sound correspondences are introduced. Decodable books read in this unit have at least 95% of the words composed of letter-sound correspondences and sight words students have learned. Practice in spelling CV and CVC words after segmenting the sounds and printing uppercase and lowercase letters continues as students write words with proper spacing. Phonemic awareness continues to be taught and practiced. Students who cannot perform the significant tasks in Unit 3 should be given small-group intervention instruction.

In order for activities in the units to be done in a developmentally appropriate manner, it is important for teachers to note the following:

- Each unit lists numerous sample activities. Teachers should select one or a very limited number of these activities to present at one time. A variety is provided so that teachers can choose those activities that best suit the needs and interests of students.
- Most items in the sample activities are designed to be used for very short periods of time (three to five minutes).
- Transitions in the daily schedule are good times to present these activities to students. The sample activities should not be limited to whole-group instruction but should be incorporated throughout the day, including small-group time, outdoor gross motor play, and free-choice center time.

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01b.	Demonstrate understanding of phonemic awareness by demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen (ELA-1-E1)
01d.	Demonstrate understanding of phonemic awareness by listening to three sounds (phonemes) and recognizing that two are the same (ELA-1-E1)
01e.	Demonstrate understanding of phonemic awareness by listening to and deleting or adding a beginning, middle, or a final sound to a word (ELA-1-E1)

GLE #	GLE Text and Benchmarks
01f.	Demonstrate understanding of phonemic awareness by orally segmenting individual sounds (phonemes) in words that have two to five sounds (ELA-1-E1)
01g.	Demonstrate understanding of phonemic awareness by isolating and saying the beginning and final sounds (phonemes) of a spoken word (ELA-1-E1)
01h	Demonstrate understanding of phonemic awareness by clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1)
02a.	Demonstrate understanding of alphabetic principle by distinguishing and naming all uppercase and lowercase letters (ELA-1-E1)
03a.	Demonstrate understanding of phonics by matching each consonant or short vowel sound to the appropriate letter (ELA-1-E1)
03b.	Demonstrate understanding of phonics by decoding simple one-syllable words (ELA-1-E1)
05.	Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
07b.	Demonstrate understanding of book and print concepts by identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence (ELA-1-E2)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31.	Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
32.	Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5)
34.	Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
35.	Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)

Sample Activities

Daily phonics lessons should include two or more of the tasks from each of the following activity lists. All activities should be addressed at least once within the unit.

Activity List 1: Syllables (GLE: 01h)

- Teacher gives students three multisyllable words, and students identify two that have the same last syllable.

Activity List 2: Repeating Nonsense Words (GLE: 35)

- Students repeat four-syllable nonsense words that the teacher says.

Activity List 3: Phonemic Awareness—Phoneme Types (GLEs: 01d, 01g)

- Teacher demonstrates the difference between the following pairs of phonemes, the first of which is unvoiced and the other voiced: /p/ /b/ and /f/ /v/. Teacher has students touch their throats to show that there is vibration for the “noisy” sounds /b/ and /v/ and that there is no vibration for “quiet” sounds /p/ and /f/. Teacher also has students feel how the following sound pairs are made with the same mouth formation (either teeth, lips, tongue, or a combination) and that the only difference is how the sounds feel: /t/, /d/, /th/ (unvoiced), /th/ (voiced), /s/, /z/, /ch, /j/, /k/, /g/.
- Teacher names a phoneme, and students indicate that it is noisy/voiced or quiet/unvoiced by putting their hands on their throats or plugging their ears.
- Teacher gives one of the sound pairs, and students say whether it is made with the tongue, teeth, lips, or a combination.

Activity List 4: Phonemic Awareness—Sound Chain (GLEs: 01d, 01e)

- Students represent a two-, three-, or four-sound word the teacher says with colored tiles, one tile for each phoneme. Teacher gives students a new two-to-four-sound word in which one sound has changed. Students make a new word by removing the tile representing the sound that changed and putting in a new tile for the new sound. For the first time, blends may be used in the chain. An example of a chain for Unit 4 is *end, bend, ben, bon, bot, boat, oat, coat, coast, roast, wrote, roach, coach, couch, pouch, pout, shout, out, it, at, ate*. Remember, it is sounds that are being represented, not spellings. It is imperative in chains that only one sound change at a time.

Activity List 5: Phonemic Awareness—Phoneme Segmenting and Blending (GLEs: 01b, 01f)

- Students emulate the teacher as she or he names phonemes in five-sound words with beginning blends, pointing a different finger as each phoneme is articulated. Later, they say the phonemes in the word on their own.
- Students have five colored tiles in front of them. Teacher says a five-sound word, and students repeat the word. Teacher touches each tile as she segments the words into sounds. Teacher then runs a finger under the tiles and says the word. At first students emulate the teacher, and later students on their own segment the phonemes while touching the tiles and then run their fingers under the tiles to blend the phonemes into words. Use mostly words with phonemes taught to date.
- Teacher says five sounds in a word, pausing at least three seconds between phonemes. Students repeat the phonemes and blend them into a word.
- Teacher gives students a word with two to five sounds. Students extend a different finger while articulating each sound in the word.

Activity List 6: Phonemic Awareness—Phoneme Addition (GLEs: 01e, 01f)

- Teacher gives students a four-sound word and tells the students to add a sound to the end of the word. This can be done with nonsense words as either part of the blended word, and the answer can be a nonsense word. Examples are as follows: Teacher says, “Say *stan* with a /d/ at the end.” (Answer: *stand*.) Teacher says, “Say *bun* with a /d/ at the end.” (Answer: *bund* [nonsense word].) Teacher says, “Say *lamb* with a /t/ at the end.” (Answer: *lamt* [nonsense word].)

Activity List 7: Phonemic Awareness—Phoneme Deletion (GLEs: 01e, 01g)

- Teacher provides a model first and then gives students a new word and tells the students to delete a sound from the middle of the word. This can be done with nonsense words or real words. Examples are as follows: Teacher says, “Say *brand* without the /r/.” (Answer: *band*.) Teacher says, “Say *throat* without the /r/.” (Answer: *thoat*.) Teacher says, “Say *skip* without the /k/.” (Answer: *sip*.)

Activity List 8: Phonics—Matching Sounds and Letters (GLEs: 03a, 03b)

- Use the movable alphabet for this activity. Match each consonant and short vowel sound or sounds to the appropriate letter. Teacher will introduce a group of letter-sound relationships one week and read words with those letters the next week.

Group	Letter
4	<i>u, k, d, h</i>
5	<i>e, b, l, z</i>
6	<i>j, w, y</i>

- Students will touch the letter and say its sound.
- Teacher will say the sound, and students will touch the letter.
- When teacher asks what are two ways the sound /k/ can be spelled, students will say *c* and *k*, or they will point to the letter cards *c* and *k*.
- When teacher asks which letters are vowels, students will answer *a, e, i, o, u*.
- When teacher asks if any given letter is a vowel or a consonant, students will be able to answer correctly.

Activity List 9: Phonics—Word Chains (GLEs: 01b, 01e)

- The movable alphabet is used for this activity. Use only letters that have been taught. The teacher gives the student a real or nonsense word, and students spell the word with the movable alphabet. The teacher gives a new word in which only one letter-sound combination changes. The student replaces the letter that changed to make the new word.

Activity List 10: Phonics—Reading Individual Words (GLEs: 03a, 03b)

- Students read real and nonsense VC and CVC words spelled with the movable alphabet. They will touch each letter, say its sound, and then blend the sounds into a word while running their fingers under the letters. From a list, students read words that have only the letter sound relationships they have learned. Word lists will be entirely real words or entirely nonsense words.

Activity List 11: Phonics—Spelling Individual Words (GLEs: 02a, 03a)

- Teacher dictates a word. Students segment the sounds and then name the sound as they print the letter. Students spell the word with letter names after they have printed the word.

Activity List 12: Phonics—Reading Decodable Connected Text (GLEs: 03b, 05)

- Students read (with 95% accuracy) phrases, sentences, and decodable books that have words for which they have learned the sound-symbol relationships

Activity List 13: Sight Words (GLE: 30)

- Students learn to read and spell the following sight words that are not decodable, based on what the students have learned: *a, to, you*. One word is introduced each of the first three weeks in the unit. Students practice reading and spelling the words throughout the unit.

Activity List 14: Print Awareness (GLE: 07b)

- Students point to an exclamation mark at the end of a sentence on a page in an age-appropriate read-aloud book.
- On a page the teacher has prepared or from shared writing activities, students circle the exclamation marks at the end of sentences. (Teacher may read the sentences to students.)
- On a page of sentences written without ending punctuation, students determine whether an exclamation mark, a question mark, or a period is the appropriate punctuation mark and add it to the sentences. (Teacher may read the sentences to the students.)

Activity List 15: Letter Knowledge (GLE: 02a)

- Students practice arranging cards of the uppercase and lowercase letters in alphabetical order while being timed.
- Students continue to be timed as they name uppercase and lowercase letters introduced from a page of letters arranged in random order. Students try to improve their time while accurately naming the letters.

Activity List 16: Letter Formation and Printing (GLEs: 29, 30, 31)

- Students continue practicing letter formation of both uppercase and lowercase letters, with emphasis on top-to-bottom and left-to-right letter formation, as well as proper grounding on the lines.
- Students copy words, phrases, and sentences that they can read, paying attention to proper letter formation and spacing.
- Students are given several opportunities daily to write their first and last names.

Activity List 17: Spelling (GLEs: 03a, 32)

- Students write longer stories that show they know sound-symbol relationships by using developmental/inventive spelling.
- Teacher dictates five to seven CVC and VC words daily that have letter-sound relationships that have been taught. Students print the words without any help from words on a word wall or elsewhere.
- Teacher dictates sight words that have been taught, and students print the words without any help from words on a word wall or elsewhere. Students also identify and read the sight words in books used for read-alouds and in books they read independently (95% words known).
- Teacher dictates up to three sentences with three to six words composed of sight words or with letter-sound relationships the students have learned.

Activity List 18: Giving and Following Directions (GLEs: 03b, 35)

- Students read (95% accuracy) a two-step direction that the teacher writes, using sight words and other words with sound-symbol relationships the students have learned. Students follow the directions, for example: Sit on the rug. Tap a leg.

Activity List 19: Recognizing and Using Complete Sentences (GLEs: 34, 35)

- Teacher models examples of incomplete sentences (phrases) and complete sentences. Teacher gives a new example of an incomplete sentence or a complete sentence. Students indicate if the teacher said a complete sentence with a thumbs up and an incomplete sentence with a thumbs down.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

Written Products

- Writing samples of letters
- Writing samples of words
- Writing samples of sentences

**Kindergarten
Reading Essentials
Unit 5: Phonemic Awareness and Phonics**

Time Frame: Approximately six weeks

Unit Description

Reading instruction continues in this unit, when letter-sound correspondences for digraphs are introduced. Reading of CV and CVC words with short vowels continues, as well as recognition of three-sound words with short vowels and digraphs. This unit continues to build skills in reading real and nonsense words, decodable phrases, words with letter-sound correspondences and sight words. Spelling more words, including those with digraphs, after segmenting the sounds and practice in printing uppercase and lowercase letters with proper spacing continue. Phonemic awareness continues to be taught and practiced. Students who cannot perform the significant tasks in Unit 4 should be given small-group intervention instruction.

In order for activities in the units to be done in a developmentally appropriate manner, it is important for teachers to note the following:

- Each unit lists numerous sample activities. Teachers should select one or a very limited number of these activities to present at one time. A variety is provided so that teachers can choose those activities that best suit the needs and interests of students.
- Most items in the sample activities are designed to be used for very short periods of time (three to five minutes).
- Transitions in the daily schedule are good times to present these activities to students. The sample activities should not be limited to whole-group instruction but should be incorporated throughout the day, including small-group time, outdoor gross motor play, and free-choice center time.

Unit 5 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01d.	Demonstrate understanding of phonemic awareness by listening to three sounds (phonemes) and recognizing that two are the same (ELA-1-E1)
01e.	Demonstrate understanding of phonemic awareness by listening to and deleting or adding a beginning, a middle, or a final sound to a word (ELA-1-E1)
01f.	Demonstrate understanding of phonemic awareness by orally segmenting individual sounds (phonemes) in words that have two to five sounds (ELA-1-E1)
02a.	Demonstrate understanding of alphabetic principle by distinguishing and naming all uppercase and lowercase letters (ELA-1-E1)

GLE #	GLE Text and Benchmarks
02b.	Demonstrate understanding of alphabetic principle by identifying own first and last name (ELA-1-E1)
03a.	Demonstrate understanding of phonics by matching each consonant or short vowel sound to the appropriate letter (ELA-1-E1)
03b.	Demonstrate understanding of phonics by decoding simple one-syllable words (ELA-1-E1)
05.	Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
07b.	Demonstrate understanding of book and print concepts by identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence (ELA-1-E2)
07c.	Demonstrate understanding of book and print concepts by isolating individual words in print (ELA-1-E2)
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31.	Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
32.	Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5)
34.	Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
35.	Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)

Sample Activities

Daily phonics lessons should include two or more of the tasks from each of the following activity lists. All activities should be addressed at least once within the unit.

Activity List 1: Syllables (GLE: 35)

- Teacher gives students three multisyllable words, and students identify two that have the same last syllable.

Activity List 2: Phonemic Awareness—Phoneme Manipulation (GLEs: 01e, 01f)

- Teacher gives students a word and tells the student to substitute a sound. This can be done with real or nonsense words. Examples are as follows: Teacher says, “Replace the sound /m/ in *mat* with /s/.” (Answer: *sat*.) Teacher says, “Replace the /n/ in *bun* with an /s/.” (Answer: *bus*.) Teacher says, “Replace the /t/ in *tid* with a /ch/.” (Answer: *chid* [nonsense word].)

Activity List 3: Phonemic Awareness—Sound Chain (GLEs: 01d, 01e)

- Students represent a word the teacher says with colored tiles, one tile for each phoneme. Teacher gives students a new word in which one sound has changed. Students make a new word by removing the tile representing the sound that changed and putting in a new tile for the new sound. When two sounds in a word are the same, the tiles representing those sounds should be the same color; otherwise all tiles should be different colors. An example of a chain for Unit 5 is *bright, bite, sight, sit, fit, mit, mate, rate, crate, cate, cat*. Remember, it is sounds that are being represented, not spellings.

Activity List 4: Phonics—Matching Sounds and Letters (GLEs: 02a, 03a)

- Students will need to have one card or tile with the digraphs introduced on them. Students will learn to use the one card or tile with two letters on it when spelling sounds that are represented by digraphs. For example, *ship* would be spelled with three cards or tiles: *sh, i, p*. Teacher will introduce two digraphs per week.

Group	Digraphs
7	<i>sh, th</i>
8	<i>ch, qu</i>
9	<i>wh, ck</i>

- Students will touch the digraph card or tile and say its sound.
- Teacher will say the sound, and students will touch the digraph card or letter.
- When the teacher asks which cards or tiles are digraphs, the students will be able to point to all that have been taught.
- Students will recognize the concept that two letters can represent one sound. (Technically, *qu* is not a digraph, but for purposes of early reading instruction, many programs teach *qu* as one unit representing /kw/. Students will not need to give the definition, just recognize digraphs.)
- When the teacher asks what are three ways the sound /k/ can be spelled, students will say *c, k, and ck*, or they will point to the letter cards *c, k, and ck*.

Activity List 5: Phonics—Word Chains (GLEs: 01e, 03a)

- The movable alphabet is used for this activity. Use only cards for letters and digraphs that have been taught. The teacher gives students a real or nonsense word, and students spell the word with the movable alphabet. The teacher gives a new word in which only one letter-sound combination changes. Students replace the letter card that changed to make the new word.

Activity List 6: Phonics—Reading Individual Words (GLEs: 03a, 03b)

- Students read real and nonsense two- and three-sound words spelled with the movable alphabet, including digraphs. They will touch each card or tile, say its sound, and then blend the sounds into a word while running their fingers under the letters.
- Students read words in a list that have only the letter-sound relationships they have learned. Word lists will contain entirely real words or entirely nonsense words.
- When reading word lists, students will point to or underline digraphs.

Activity List 7: Phonics—Spelling Individual Words (GLEs: 02a, 03a)

- Teacher dictates a word. Students segment the sounds and then name the sound as they print the letter or digraph. Students spell the word with letter names after they have printed the word.
- Students will learn to use the spelling *ck* at the end of a one-syllable word that has one vowel sound followed by the /k/ sound. (Examples are *duck, back, peck, lock,* and *sick.*)

Activity List 8: Phonics—Reading Decodable Connected Text (GLEs: 03b, 05)

- Students read (95% accuracy).phrases, sentences, and decodable books that have words for which they have learned the sound-symbol relationships
- Students find words with digraphs in decodable phrases and sentences and underline the digraphs.

Activity List 9: Sight Words (GLEs: 07c, 30)

- Students learn to read and spell the following sight words that are not decodable, based on what the students have learned: *he, for, was, are.* One word is introduced each of the first four weeks in the unit. Students practice reading and spelling the words throughout the unit.

Activity List 10: Print Awareness (GLE: 07b)

- Students point to an exclamation mark at the end of a sentence on a page in an age-appropriate read-aloud book.
- On a page the teacher has prepared or in shared writing texts, students circle the exclamation marks at the end of sentences. (Teacher may read the sentences to students.)
- On a page of sentences written without ending punctuation, students determine

whether an exclamation mark, a question mark, or a period is the appropriate punctuation mark and add it to the sentences. (Teacher may read the sentences to students.)

Activity List 11: Letter Knowledge (GLE: 02a)

- Students practice arranging cards of the uppercase and lowercase letters in alphabetical order while being timed.
- Students continue to be timed as they name uppercase letters and lowercase letters introduced from a page of letters arranged in random order. Students try to improve their time while accurately naming the letters.

Activity List 12: Letter Formation and Printing (GLEs: 02a, 02b, 31)

- Students continue practicing letter formation of both uppercase and lowercase letters, with emphasis on top-to-bottom and left-to-right letter formation, as well as proper grounding on the lines.
- Students copy words, phrases, and sentences that they can read (with 95% accuracy), paying attention to proper letter formation and spacing.
- Students are given several opportunities daily to write their first and last names.

Activity List 13: Spelling (GLEs: 03a, 32)

- Students write even longer stories that show they know sound-symbol relationships by using developmental/inventive spelling.
- Teacher dictates seven to nine three-sound words daily that have letter-sound relationships that have been taught. Students print the words without any help from words on a sound/word wall or elsewhere.
- Teacher dictates sight words that have been taught, and students print the words without any help from words on a sound/word wall or elsewhere.
- Teacher dictates four or five sentences with three to six words that are composed of sight words or have letter-sound relationships the students have learned (with 95% accuracy). Students also identify and read the sight words in books (95% words known) used for read-alouds and in books they read independently

Activity List 14: Giving and Following Directions (GLEs: 03a, 35)

- Students write and have a classmate follow a two-step direction.

Activity List 15: Recognizing and Using Complete Sentences (GLE: 34)

- Teacher asks students a question, and students answer the question with a complete sentence.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

Written Products

- Writing samples of letters
- Writing samples of words
- Writing samples of sentences

**Kindergarten
Reading Essentials
Unit 6: Phonemic Awareness and Phonics**

Time Frame: Approximately six weeks

Unit Description

This unit includes activities that measure whether the student has mastered the skills listed in the Louisiana grade-level expectations for kindergarten. During this unit, the teacher should continue to teach phonemic awareness, phonics, connected text reading, spelling, and sight words, as well as continue to give the students practice with rhyming, alliteration, syllabication, letter formation, and writing. The teacher also should continue to provide students who have not mastered the activities in previous units with small-group intervention instruction.

In order for activities in the units to be done in a developmentally appropriate manner, it is important for teachers to note the following:

- Each unit lists numerous sample activities. Teachers should select one or a very limited number of these activities to present at one time. A variety is provided so that teachers can choose those activities that best suit the needs and interests of students.
- Most items in the sample activities are designed to be used for very short periods of time (three to five minutes).
- Transitions in the daily schedule are good times to present these activities to students. The sample activities should not be limited to whole-group instruction but should be incorporated throughout the day, including small-group time, outdoor gross motor play, and free-choice center time.

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Demonstrate understanding of phonemic awareness by creating rhyming words (ELA-1-E1)
01b.	Demonstrate understanding of phonemic awareness by demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen (ELA-1-E1)
01d.	Demonstrate understanding of phonemic awareness by listening to three sounds (phonemes) and recognizing that two are the same (ELA-1-E1)
01e.	Demonstrate understanding of phonemic awareness by listening to and deleting or adding a beginning, a middle, or a final sound to a word (ELA-1-E1)

GLE #	GLE Text and Benchmarks
01f.	Demonstrate understanding of phonemic awareness by orally segmenting individual sounds (phonemes) in words that have two to five sounds (ELA-1-E1)
01h.	Demonstrate understanding of phonemic awareness by clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1)
02a.	Demonstrate understanding of alphabetic principle by distinguishing and naming all uppercase and lowercase letters (ELA-1-E1)
02b.	Demonstrate understanding of alphabetic principle by identifying own first and last name (ELA-1-E1)
03a.	Demonstrate understanding of phonics by matching each consonant or short vowel sound to the appropriate letter (ELA-1-E1)
03b.	Demonstrate understanding of phonics by decoding simple one-syllable words (ELA-1-E1)
05.	Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
06.	Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2)
07a.	Demonstrate understanding of book and print concepts by locating front and back covers, title pages, and inside pages of a book (ELA-1-E2)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31.	Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
35.	Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)

Sample Activities

Daily phonics lessons should include two or more of the tasks from each of the following activity lists. All activities should be addressed at least once within the unit.

Activity List 1: Rhyme (GLE: 01a)

- Teacher gives a word, and students create at least three rhyming real or nonsense words.

Activity List 2: Syllables (GLEs: 01f, 01b)

- Teacher gives students a word, and students repeat the word, then orally break the word into syllables, pausing at least three seconds between syllables.

- Teacher gives students a word, and students repeat the word slowly while clapping to indicate each syllable.

Activity List 3: Phonemic Awareness (GLEs: 01d, 01e)

- Teacher says three words, and students will say the two words that begin with the same sound.
- Teacher shows pictures to students, and students will select two pictures that begin with the same sound.
- Teacher articulates three phonemes, two of which are the same, and students name the phoneme that is said twice.
- Teacher says a word, and students identify the beginning sound.
- Teacher says a word, and students identify the ending sound.
- Teacher says a word with two phonemes, and students articulate each phoneme while extending a finger for each phoneme.
- Teacher says a word with three phonemes, and students articulate each phoneme while extending a finger for each phoneme.
- Teacher says a word with four phonemes, and students articulate each phoneme while extending a finger for each phoneme.
- Teacher says a word with five phonemes, and students articulate each phoneme while extending a finger for each phoneme.
- Teacher says a word and asks students to add a sound to the beginning of the word. For example, the teacher says, “Add /f/ to the beginning of the word *it*.” (Answer: *fit*.)
- Teacher says a word and asks students to add a sound to the end of the word. For example, the teacher says, “Add /n/ to the end of the word *bee*.” (Answer: *bean*.)
- Teacher says a word and asks students to add a sound to the middle of the word. For example, the teacher says the word *fog* (pausing at least two to three seconds between sounds) and says “What is *fog* if you put an /r/ after the /f/?” (Answer: *frog*.)
- Teacher says a word and asks students to delete a beginning sound. For example, “What is *mad* without the /m/?” (Answer: *add*.)
- Teacher says a word and asks students to delete an ending sound. For example, “What is *seat* without the /t/?” (Answer: *see*.)
- Teacher says a word and asks students to delete a middle sound. For example, “What is *blend* without the /l/?” (Answer: *bend*.)

Activity List 4: Phonics (GLEs: 03a, 03b)

- Teacher uses the movable alphabet to spell a CVC nonsense word, such as *sab*. Students touch each letter while saying the sound for each letter, then blend the sounds into a word.

- Students touch the following letters, placed in random order, and name the sound for each one: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*.
- Students touch the following letters, placed in random order, and name the short vowel sound for each one: *a, e, i, o, u*.
- Students read a list of fifteen regularly spelled CVC words (with 95% accuracy).
- Students read a list of ten CVC nonsense words (with 95% accuracy).

Activity List 5: Print Awareness (GLE: 06)

- Teacher gives students a piece of paper with three sentences that begin with an uppercase letter and end with a period, one sentence that does not have a period, one that does not begin with an uppercase letter, and one that neither begins with an uppercase letter nor ends with a punctuation mark. Students identify the three sentences that are not written correctly and correct the capitalization and punctuation.

Activity List 6: Book Use (GLEs: 05, 07a)

- Students read a decodable book aloud, including the title on the title page.

Activity List 7: Letter Knowledge (GLEs: 02a, 02b)

- Students read the names of all uppercase and lowercase letters, randomly organized on a piece of paper.
- Students identify their own first name when it is in a list of ten names.
- Students identify their own last name when it is in a list of ten names.

Activity List 8: Letter Formation and Printing (GLEs: 01b, 29, 30, 31)

- Students legibly print all uppercase and lowercase letters when dictated by the teacher, without using a model, forming letters from top to bottom and left to right.
- Students copy letters and words onto paper, spacing the words at least the width of one finger apart and properly grounding the letters on, above, or below the line.
- Students legibly write their own first and last names, using uppercase letters at the beginning of each, using proper placement of letters on the lines, and leaving a space at least one finger wide between the first and last name.

Activity List 9: Spelling (GLEs: 03a, 05, 06)

- Students write a simple sentence or sentences of at least fifteen words that use phonetic or alphabetic spelling that shows knowledge of letter-sound correspondences. Students also identify and read the sight words in books used for read-alouds and in books they read independently (95% words known).

Activity List 10: Giving and Following Directions (GLE: 35)

- Teacher gives students two-step oral directions, and students repeat the directions and follow them.
- Students give two-step oral directions to the teacher and watch to see that the teacher follows the directions.
- Students write two-step directions that he or she creates.
- Students follow two-step written directions given by the teacher.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

Written Products

- Writing samples of letters
- Writing samples of words
- Writing samples of sentences

Every student should be able to accomplish every task in this unit by the end of the year.