

## Kindergarten Word Study

<b>Curriculum/Content Area:</b>	<b>Course Length:</b> One Year
<b>Course Title:</b> Kindergarten Literacy	<b>Date last reviewed:</b> 2013
<b>Prerequisites:</b> N/A	<b>Board approval date:</b>
<p><b>Primary Resource:</b> TBD  <a href="#">Kindergarten Word Study Scope and Sequence</a>  <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

## Desired Results

**Course description and purpose:** Word Study is a conceptual, developmental approach to the teaching of phonics, spelling and vocabulary. Effective Word Study is more than just “word work”, because it is rooted in the conceptual foundations of English orthography and timed in accordance with students’ understanding of those concepts (Palmer & Invernizzi, 2015).

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>1. Readers and writers understand early literacy concepts so they will successfully navigate texts.</li> <li>2. Readers and writers know upper and lowercase letters</li> <li>3. Readers and writers can identify, isolate and manipulate individual sounds in words.</li> <li>4. Readers and writers understand that letters and sounds are related so that they can solve words efficiently.</li> <li>5. Readers and writers develop knowledge of principles and patterns of words so that they can transfer this knowledge to words.</li> <li>6. Readers and writers understand that some words do not follow a pattern and need to be recognized automatically.</li> <li>7. Readers and writers understand the meaning of words in texts they read</li> </ol>	<ol style="list-style-type: none"> <li>1. How does using words help readers and writers communicate?</li> <li>2. How do readers and writers use strategies to solve unknown words?</li> <li>3. How does learning about how words work help readers and writers?</li> <li>4. How does a writer’s spelling impact communication?</li> </ol>

<p>and write.</p> <p>8. Readers and writers understand how words are related to each other and how they can be changes by adding letters, letter clusters, and larger word parts.</p> <p>9. Readers and writers use a variety of strategies to solve unknown words.</p>	
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### Priority Standards - Anchor Standards

#### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *K-12*

**WI.ELA.R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *K-12*

**WI.ELA.R10:** Read and comprehend complex literary and informational texts independently and proficiently. *K-5*

**WI.ELA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). *K-5*

**WI.ELA.SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. *K-12*

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *K-12*

**WI.ELA.F1-Print Concepts:** Demonstrate understanding of the organization and basic features of print *K-1*

**WI.ELA.F2-Phonological Awareness:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

**WI.ELA.F3-Phonics and Word Recognition:** Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

**WI.ELA.F4-Fluency:** Read with sufficient accuracy and fluency to support comprehension. *2-5*

### Priority Standards - Kindergarten

#### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** With prompting and support, ask and answer questions about key details in text.

**WI.ELA.R4:** Ask and answer questions about unknown words in a text.

**WI.ELA.R10:** Actively engage in group reading activities with purpose and understanding.

**WI.ELA.W4:** *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**WI.ELA.SL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

**WI.ELA.F1:** Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

**WI.ELA.F2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Kindergarten Word Study

Standards:

**Wisconsin Standards for English Language Arts**

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**WI.ELA.F2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
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**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Supporting Standards:**

**WI.ELA-LITERACY.L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(L.K.2)

- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**WI.ELA-LITERACY.L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

**WI.ELA-LITERACY.L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.(L.K.5)

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**Learning Targets:**

I can print many upper- and lowercase letters. (L.K.1a)

I can add s or es to a word to show more than one when I talk (e.g., dog, dogs; wish, wishes). (L.K.1c)

I can say when words rhyme. (F.K.2a)

I can make words rhyme. (F.K.2a)

I can count how many syllables are in a word. (F.K.2b)

I can blend the syllables in a word. (F.K.2b)

I can break apart the syllables in a word. (F.K.2b)

I can say the beginning sound of a word. (F.K.2b)

I can say the second part of the word (rime). (F.K.2c)

I can put the two parts of a word together. (F.K.2c)

I can say just the beginning sound of a little word. (CVC) (F.K.2d)

I can say just the middle sound of a little word. (CVC) (F.K.2d)

I can say just the final sound of a little word. (CVC) (F.K.2d)

I can tap each sound in a little word. (CVC) (F.K.2d)

I can change the first sound in a word to make a new word. (1 syllable) (F.K.2e)

I can change the last sound in a word to make a new word. (1 syllable) (F.K.2e)

I can change the middle sound in a word to make a new word. (1 syllable) (F.K.2e)

I can point to a letter and say the sound it makes. (Consonants) (F.K.3a)

I can say the sounds that the vowels make when I see vowels in words. (F.K.3b)

I can read some high frequency words when I see them. (F.K.3c)

I can look at two words and tell which letter is different. (F.K.3d)

I can write a letter or letters for most consonant sounds. (L.K.2c)

I can write a letter for letters for most short-vowel sounds. (L.K.2c)

I can spell simple words by sounding them out. (L.K.2d)

I can use words with more than one meaning correctly. (L.K.4a)

I can use parts added to a word (prefixes and suffixes) to help me know the meaning of a new word. (L.K.4b)

I can sort similar objects to know the meaning of words. (L.K.5a)

I can show the opposite of a word. (L.K.5b)

### Assessment Evidence:

#### Performance Assessment Options

May include, but are not limited to the following:

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#### Other assessment options

May include, but are not limited to the following:

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### Digital Tools & Supplementary Resources