# Orange County Public Schools
# 2024-2025
# Grade Level: Kindergarten
# Language Arts - Skills

**Online Resources Used:**
Lexia Learning System
Amplify
CKLA - Core Knowledge Language Arts
mCLASS Interventions

## Skills 1

**SOL** *K.FFR.1A *K.FFR.2A *K.FFW. 1 A,B,C

Unit 1 has three main purposes. The first purpose is to increase students' awareness of environmental noises and words within sentences. Paying attention to environmental noises and to words within sentences prepares students to pay attention to sounds within words. The ability to hear sounds (i.e. phonemes) is crucial for writing; when we write a word, we essentially write one symbol (either a single- or multiple-letter spelling) for each sound in the word.

The second purpose of Unit 1 is to teach students to draw a number of writing strokes used to create letters (e.g., horizontal lines, vertical lines, circles, etc.). As students learn to draw these writing strokes, their fine motor skills will increase, and they will begin to master the tripod grip. This will prepare students to write letters in Unit 3.

The third purpose of Unit 1 is to teach students the meanings of various position words (e.g., right, left, top, bottom, etc.). In Unit 3, students will begin to read and write. Reading and writing are done from left to right and top to bottom, so it will be helpful if students are able to identify the left side, right side, top, and bottom of a page. Additionally, when students are learning to write letters, we will use position words.

.

## Skills 2

**SOL** *K.FFR.1A *K.FFR.2 A,C,D *K.FFW.1 A,B,C,D

In Unit 2, students will learn how to blend "chunks" of speech sounds. They will learn to blend segmented syllables to say two-syllable words, as well as how to blend individual sounds known as phonemes to say two- and three-sound words. Blending is a critical skill for reading. In fact, it is the single most important skill for reading. Working with sounds (or phonemes) is also extremely important because our writing system is a system for transcribing sounds into print. If students can learn to hear individual sounds and blend those sounds to make words, they will be well

prepared to use the letter-sound correspondences they will study in Unit 3 and beyond as the basis for decoding.

## Skills 3

**SOL** *K.FFR.2 C * K. FFR. 3 A,B, C,F, G, H *K. FFW. 1 B * K. LU. 2 C

In Unit 3, students will begin to make connections between sounds and symbols. They will continue to practice blending sounds into words and they will be taught several of the symbols used when reading and writing. Specifically, they will learn the most common way to spell eight of the sounds of English:

Note: Whenever sounds are mentioned, they are printed in slashes like this: /m/. Whenever spellings are mentioned they are shown in single quotation marks like this 'm'.

- /m/ spelled 'm' as in mat (/m/ > 'm')
- /a/ spelled 'a' as in mad (/a/ > 'a')
- /t/ spelled 't' as in tag (/t/ > 't')
- /d/ spelled 'd' as in dad (/d/ > 'd')
- /o/ spelled 'o' as in mom (/o/ > 'o')
- /k/ spelled 'c' as in cat (/k/ > 'c')
- /g/ spelled 'g' as in dog (/g/ > 'g')
- /i/ spelled 'i' as in dig (/i/ > 'i')

Vowel and consonant spellings can be combined to make simple Consonant Vowel Consonant (CVC) and Vowel Consonant (VC) words. Students will use the letter-sound correspondences they learn in this unit and the oral blending skills they learned in Unit 2 to blend and read printed words. In this way they begin the process of decoding the mute symbols on the page into speech sounds—or what is traditionally called reading.

In addition to learning and practicing letter-sounds correspondences to read words, students will also be introduced to high-frequency words. These are words that occur with high regularity in written text and that students must learn to recognize quickly and automatically.

In the final lessons of this unit, Lessons 13 and 14, students will be introduced to their first set of tricky words: one, two, and three. Tricky Words are words that do not follow the pattern of letter-sound correspondences that students have learned thus far. Sometimes, an entire word may be tricky and sometimes only parts of the word are tricky and do not "play by the rules."

## Skills 4

**SOL** *K. FFR. 1 A,C *K. FFR. 2 C *K. FFR. 3 A,B,C, F, G, H *K. FFW. 1 B,E *K. LU. 2 C

In this unit, eight sounds are introduced, along with the most common way of spelling each sound. The eight sounds and corresponding spellings are:

1. /n/ spelled 'n' as in man
2. /h/ spelled 'h' as in hat

3. /s/ spelled 's' as in sit
4. /f/ spelled 'f' as in fan
5. /v/ spelled 'v' as in van
6. /z/ spelled 'z' as in zigzag
7. /p/ spelled 'p' as in pig
8. /e/ spelled 'e' as in pen

The tricky words for this unit are: a, the

## Skills 5

**SOL** *K. FFR. 1 A, C *K. FFR. 2 C *K. FFR. 3 A,B,C,F, H *K. FFW. 1 A,B,C,E

In this unit eight more sounds are introduced using the most common spelling for each sound. In addition, a spelling alternative for the /k/ sound is introduced. The nine sounds and corresponding spellings are:

Note: Whenever sounds are mentioned, they are printed in slashes like this: /m/. Whenever spellings are mentioned they are shown in single quotation marks like this 'm'.

1. /b/ spelled 'b' as in bed
2. /l/ spelled 'l' as in log
3. /r/ spelled 'r' as in rat
4. /u/ spelled 'u' as in mug
5. /w/ spelled 'w' as in wig
6. /j/ spelled 'j' as in jam
7. /y/ spelled 'y' as in yes
8. /x/ spelled 'x' as in box (a sound combination)
9. /k/ spelled 'k' as in kid (as an alternative to 'c')

The tricky words for this unit are: blue, look, yellow

## Skills 6

**SOL** *K. FFR. 1 A, C, E *K. FFR. 2 B,C,D *K. FFR. 3 A,B,C,E,F,H *K. FFW. 1 B,E *K. LU.2 B,C *K.RI. 1 A *K.RL. 1 B *K.RL. 3 A *K. DSR. 1 A

In this unit,students are introduced to one new letter-sound correspondence, the 's' spelling for the /z/ sound. Students have already learned the spelling 'z' for the /z/ sound. In this unit, they will learn that the spelling 's' is a spelling alternative for /z/. Students will continue to practice blending procedures and are introduced to consonant clusters (blends), letter names and reading text independently. The tricky words for this unit are: are, I, little

## Skills 7

**SOL** *K. FFR. 1 A,C,E *K.FFR. 2 C,D *K. FFR. 3 A,B,C, F, H *K. FFW. 1 E *K. LU. 2 B,C *K. RI. 1 A *K. RL. 3 A *K. DSR. 1 A

In this unit, six more consonant sounds and the most common spelling for each sound are introduced:

- /ch/ spelled 'ch' as in chin
- /sh/ spelled 'sh' as in shop
- /th/ (unvoiced) spelled 'th' as in thin
- /th/ (voiced) spelled 'th' as in them

- /qu/ spelled ‘qu’ as in quit
- /ng/ spelled ‘ng’ as in sing

The six sounds presented in Unit 7 differ from the sounds studied up to this point because all six are generally written with two letters instead of one (digraphs).
The tricky words for this unit are: down, of, out

## Skills 8

**SOL** *K. FFR. 1 A,C,E *K.FFR. 2 ,D *K. FFR. 3 A,B,C, F, H *K. FFW. 1 E *K. LU. 2 B,C *K. RI. 1 A *K. RL. 1 B * K. RL. 3 A *K. DSR. 1 A

In this unit students are introduced to double-letter spellings for consonant sounds:

- ‘mm’ for /m/ as in drumming
- ‘nn’ for /n/ as in running
- ‘pp’ for /p/ as in puppets
- ‘bb’ for /b/ as in rabbit
- ‘tt’ for /t/ as in mitt
- ‘dd’ for /d/ as in sledding
- ‘cc’ and ‘ck’ for /k/ as in hiccup and clock
- ‘gg’ for /g/ as in egg
- ‘ff’ for /f/ as in muffin
- ‘ss’ for /s/ as in dress
- ‘zz’ for /z/ as in jazz
- ‘ll’ for /l/ as in shell
- ‘rr’ for /r/ as in ferret

The tricky words for this unit are: all, from, funny, was

## Skills 9

**SOL** *K. FFR.1 E *K.FFR.2 C,D *K.FFR. 3 A,B,C,E,F, G,H *K.FFW. 1 B *K. LU. 2 C *K. RI. 1 A *K. RL. 1 B *K. RL. 3 A *K. W. 1 A,B *K. DSR. 1 A

This unit introduces the uppercase letters and describes them as having a different shape than the lowercase letters.
The tricky words for this unit are: here, no, once, said, so, there, to, were, what, when, where, which, why

## Skills 10

**SOL** *K. FFR. 1 E *K. FFR. 2 C,D *K.FFR. 3 A,B,C,F, H. *K. RI. 1 A *K.RL. 3 A *K. LU. 2 C *K.W. 1 A *K. DSR. 1 A

In this unit, students are introduced to five additional vowel sounds and the most common spelling for each sound:

1. /ee/ spelled ‘ee’ as in tree
2. /ae/ spelled ‘a_e’ as in plane
3. /ie/ spelled ‘i_e’ as in limes
4. /oe/ spelled ‘o_e’ as in cone
5. /ue/ spelled ‘u_e’ as in cube

The tricky words for this unit are: be, by, he, me, my, she, their, they, we, you, your