



Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

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Introduction

The intentional instruction you provide in foundational literacy skills within the context of a rich balanced literacy program will set students on a trajectory toward success in reading and writing. The purpose of this document is to give you the resources you need to teach kindergarten students the phonological awareness, phonics, fluency, and sight-word-recognition skills that will empower them to become confident, competent and thoughtful readers and writers.

Why Word Study?

Before considering the organization of this document and the techniques herein, it's important to understand what it is intended to do and why it exists. First, should we teach phonics at all? For some, the very idea of phonics instruction evokes dry instruction in classrooms devoted to endless drill. For others, phonics instruction is the rigorous and research-based opposite of whole language classrooms. In reality, though, the evidence from the phonics-versus-whole-language debate is in, and it is clear that both phonics and authentic reading and writing experiences matter a great deal. We reach the greatest number of children with the greatest diversity of literacy backgrounds when we intentionally teach phonemic awareness and phonics – *and* when we provide rich, authentic opportunities to listen to read-alouds, to enjoy shared reading experiences, to enjoy effective and intentional instruction, to have guided practice opportunities with a teacher, to write, and to explore text independently. We call this model, in which children receive the foundational skills instruction they need, in which they cultivate a lifelong love of reading and writing, and in which they receive thoughtful instruction in reading comprehension, vocabulary and writing, “Balanced Literacy.” The body of research supporting these elements of literacy instruction is robust and convincing ([National Reading Panel, 2000](#); [Common Core State Standards Initiative, 2012](#)).

Reading and Writing Development

In order to make the most of the materials in this document, you will need a basic understanding of the way most children learn to read and write. One building block is concepts of print. Concepts of print are key understandings necessary to reading and writing, which children normally learn by watching a proficient reader model them. They include the understandings that we read and write from left to right, that we proceed from the top line of a page through each line toward the bottom of the page sequentially, that groups of letters represent words, and even which side of a book is the front. Many of your students will come to you with concepts of print in place, while others will learn concepts of print when you model them during read-alouds, interactive writing, and shared reading experiences.

Phonological awareness is another critical building block of reading and writing. In order to learn phonics skills, a person typically begins by developing phonological and phonemic awareness skills. While some students will pick up phonological awareness and phonics skills without explicit instruction, many will not ([Kilpatrick, 2015](#)). Phonological awareness is the ability to hear and manipulate sounds in words. Rhyming, clapping, and counting syllables in a word are examples of phonological awareness tasks. Phonemic awareness, a more advanced form of phonological awareness, is when students pay attention to phonemes, the smallest unit of sound in language. The /k/ sound in “cat” is an example. Hearing individual sounds within a word is an important skill for being able to decode (read) and encode (spell) words. Phonemic awareness is auditory, not written. For example, when you ask a child, “If you change the /m/ sound in ‘mat’ to a /k/ sound, what word do you have?” you are asking the child to

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perform a phonemic awareness task. If the child quickly responds, “cat,” you know he or she has identified that /m/ was the initial sound in the word ‘mat’ and has replaced it with the /k/ sound. Being able to identify and manipulate sounds orally sets the stage for students to develop phonics skills.

Phonics refers to decoding and encoding sounds with letters. When a child reads, “/k/, /ă/, /t/, cat,” she or he is using phonics skills to recognize the sounds that correspond to the letters “c,” “a,” and “t” and blend them together to make the word, “cat.” Students who have not yet developed phonemic awareness may not be successful in phonics, decoding, fluent reading, and spelling (Kilpatrick, 2015). Different languages include different phonemes, some of which are the same as in English, and some of which are not. Language learners may need particular attention when working with phonemes that do not exist in their home language. Professionals at your school and in the district’s language learning department will be able to provide further guidance in supporting language learners.

Where do “sight words” fit? Though phonics is the primary mode by which skilled readers read words, it can be helpful to teach students the most common words they will need in reading and writing by memory, especially when those words have irregular spellings. When you read the instructional routines for sight words, you’ll see that a word wall is suggested for your classroom. You can organize your word wall by the letters of the alphabet and add sight words as your students learn them. The word wall will be an important resource that kindergarten students can use when they write, and repeated practice with these common words will also help them with reading. As your students read and write across the course of the year, you may notice that they encounter irregularly spelled words not included in this guide. You may want to add some of these additional words to your instruction and word wall.

Reading fluency is the next building block in the structure of literacy development. Liben and Paige (2017) explain the importance of fluent reading: “It is important at the outset to make clear that fluent reading in itself does not guarantee comprehension. Disfluent reading, however, nearly always guarantees lack of comprehension, especially...with the more complex text called for by the Common Core State Standards. Thus, an effective foundational skills program is necessary but not sufficient for reading success.” Students develop reading fluency by building upon phonological awareness and phonics skills to develop the ability to read accurately, with appropriate rate, and with prosody (appropriate phrasing, intonation, and expression). This skill is developed through listening to and observing a more proficient reader, through repeated readings of the same text, and through wide reading. One important way to build students’ fluency, solidify students’ phonics skills, and help students learn to read independently is to support students in reading text that is connected to phonics patterns and sight words that have been studied.

Reading and writing skills are closely linked. The weekly lessons are designed for students to first practice new phonics skills by listening (phonemic awareness), then practice the skills by blending letters to decode a word. The skills are then applied to segmenting for spelling.

Implementing Word Study

Instruction in phonological awareness, phonics, and sight words can and should be fun, fast-paced, and brief. A kindergarten word study lesson certainly should not exceed twenty minutes and will likely need to be shorter, depending upon the needs of your students. The lessons in this document are designed with that in mind. This guide includes routines with sample instructional language to use during weekly lessons. If you have an effective and efficient routine to teach and practice the identified skill, feel free to make that substitution.

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Following the introduction, you will find a [scope and sequence](#) that lists the lessons and targeted skills for each week. After the scope and sequence, you will find a list of [instructional routines](#) that describe the techniques you will use when you teach the lessons. Please note that the “Transition Routines” are designed to be used whenever you have a little extra time. You might engage your students in a transition routine when waiting in line, while waiting for a specialist to arrive, or if you’ve finished an activity a couple of minutes early.

Next, you will find [chants](#) to help students review letter names and associate those names with sounds. Following the chants are [a list of sight words](#), and finally, [weekly lessons](#). If this is your first time using this resource, the lessons may at first appear a little intimidating, as each lesson requires using several instructional routines. However, you’ll note that the format and routines from week to week are quite similar, which means that once you understand the format, lessons will take very little planning.

Each week, you will teach one new phonics pattern. This guide includes an explanation for each phonics skill and its application in reading and writing within the weekly plan. This includes clear and intentional language that can you repeat multiple times during a lesson, both in modeling and in guided practice, which will help your students understand the skill and help promote retention and transfer. Language to support application and transfer of new skills in other components of balanced literacy is also included and begins with.... “When reading” or “When writing.” The language of the instructional routines has been carefully crafted to make the routines (the “how”) and new phonics skills (“the what”) clear to understand and practice.

From Week 21 on, nonsense words are included in phonics tasks. Nonsense words support students in being able to read and spell multisyllabic words (individual syllables can often be “nonsense words” [e.g. hap-pi-ly or plen-ty].) In addition, nonsense words give the teacher an opportunity to check in on students’ use of phonics skills absent visual cues.

Where does this instruction fit in the Common Core State Standards? The developmentally sequenced activities in this document address all of the skills listed under the four categories of foundational reading skills in the kindergarten standards. These categories are “Print Concepts” (RF.K.1), “Phonological Awareness” (RF.K.2), “Phonics and Word Recognition” (RF.K.3), and “Fluency” (RF.K.4).

The instructional activities in this document will assist students in improving word recognition, resulting in increased fluency in reading and writing. Application of the targeted skills during read-alouds, shared reading, guided reading, and independent reading and writing will reinforce and further strengthen this fluency.

In addition to the materials in this guide, you can use the Lexia Core5 adaptive computer program to help your students develop the phonics skills they need. All kindergarten students have licenses, and can access Lexia through any of the devices at school or from home. Lexia should be used to supplement the phonics learning students are doing in your classroom, not to replace teacher-led instruction. It will be most powerful when it is paired with your own instruction, assessment, and judgment. Please refer to the [overview document](#) available on Google Drive for further support.

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Transfer to Independence

Finally, one critical purpose of practicing phonological skills, phonics skills, and sight words is transfer to independent reading, and ultimately to reading text fluently with enjoyment and comprehension. Another critical purpose is application into independent writing, and ultimately to writing effective argumentative, informative and narrative pieces with proficiency, confidence and passion. For many children, this will not happen by itself.

The connected text in this guide, as well as the practice identifying target patterns and reading words, will begin this process, which you can monitor and teach into using formative assessment. Your formative assessment will be critical in determining whether students are transferring their learning to independence. One recommended formative assessment routine in this document (Routine 32) requires students to write words and sentences that contain previously taught phonics patterns and sight words. This routine will provide a window into their development of writing skills, which are closely linked to reading. In interpreting your formative assessment results, remember most students develop the ability to decode particular phonics patterns before they develop the ability to write the same patterns. When reviewing formative assessment, pay attention to errors students make. Take note of words spelled correctly, words spelled phonetically, and words spelled without regard to phonics patterns learned. Although the ultimate goal is correct spelling, be aware there may be multiple ways a word could be written using phonics rules learned. Please keep in mind that formative assessment is not intended to be graded. The purpose of formative assessment is to inform instructional decision-making.

The “Identifying Patterns and Reading Words” routine (Routine 31) will provide useful formative assessment information about decoding. In this routine, students identify patterns and read words. Your careful listening to students’ reading and attention to the patterns students circle will help you assess whether students are internalizing new patterns for decoding.

You can address some of the needs identified through formative assessment by revisiting skills in guided reading.

Many units and lessons in the Units of Study for reading and writing will help your students transfer skills to independence. You will also want to remind students to use word study skills in other structures of balanced literacy – conferences, small groups, shared reading, guided reading, independent reading, independent writing, and interactive writing, to name a few – and in reading and writing activities in other content areas.

Conclusion

Current research reveals the importance of a systematic, sequential, intentional program of phonemic awareness, phonics, and fluency instruction as a critical foundation for a student’s success in reading and writing. The researchers and educators leading the conversation in the field have made clear instructional recommendations. The following is a list of their recommendations which have been included in the creation and revisions of Highline’s Intermediate Word Study Differentiation Guide.

- Explicit phonics instruction with an intentional scope and sequence is a must. The scope and sequence in this document has been carefully constructed to align with the Common Core State Standards and with the research on stages of literacy development.

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- It is important that teachers use intentional language to explain phonics patterns and help students transfer their learning to independent reading and writing. Sample instructional language describing the visual pattern and the associated phonic sound is provided in the gray box in each lesson.
- Attending closely to patterns and interacting with words helps students transfer their learning. Students do this work in the “Identifying Patterns and Reading Words” routine.
- Phonemic awareness activities are most powerful when connected to targeted phonics patterns. Phonemic awareness skills (such as segmenting, blending and manipulation) in this guide reinforce phonics patterns being taught and practiced.
- Reading text that includes target phonics patterns helps students transfer their learning to independent reading and writing. Also, repeated oral readings of a text build fluency. The weekly connected text in this guide provides daily practice reading passages with the focus phonics patterns and previously taught sight words, helping students transfer newly learned skills to independence and build fluency.
- Formative assessment is critical to ensure that students receive the instruction they need. This guide has many opportunities for formative assessment (see Routine 32, especially), providing teachers with current information about a student’s ability to apply phonics for decoding and spelling and enabling teachers to match instruction to a student’s needs.

An effective balanced literacy program attends to students’ need for explicit instruction in phonemic awareness, phonics and fluency. It also addresses students’ need for rich authentic experiences with text, comprehension instruction, exposure to high-level vocabulary, and writing instruction. Your efforts in phonics instruction within the context of a robust balanced literacy program will help students become fluent readers and writers.

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Kindergarten Word Study Scope and Sequence

| Month | Wks | Phonemic Awareness | Phonics | Sight words |
|-------|-----|---|------------------------------|-------------|
| Sept. | 1 | Short a | Letters Aa Bb | the |
| | 2 | Short a | Letters Cc Dd | a |
| | 3 | Short o | Letters Ee Ff | I |
| | 4 | Short a and o | Letters Gg Hh Ii | to |
| Oct. | 5 | Short u | Letters Jj Kk Ll | and |
| | 6 | Short a, o, u | Letters Mm Nn Oo | you |
| | 7 | Short i | Letters Pp Qq Rr | it |
| | 8 | Short a, o, u, i | Letters Ss Tt Uu | said |
| Nov. | 9 | Short e | Letters Vv Ww Xx | in |
| | 10 | All short vowels | Letters Yy Zz | for |
| | 11 | All short vowels | Review letters/sounds | up, look |
| Dec. | 12 | All short vowels | Review letters/sounds | is, go |
| | 13 | Short vowels | Short a word families | we, little |
| | 14 | Short vowels | Short a and o word families | down, can |
| Jan. | 15 | Initial blends, short vowels | Short e word families | see, my |
| | 16 | Initial blends, long and short vowels | Short u/i word families | me, come |
| | 17 | Initial blends, initial digraphs, short vowels | Word families | where, here |
| | 18 | Initial and final blends, initial and final digraphs, long and short vowels | digraphs | like, an |
| Feb. | 19 | Initial and final blends, initial and final digraphs, long and short vowels | Word families | do, at |
| | 20 | Initial and final blends, initial and final digraphs, long and short vowels | Word families | he, she |
| | 21 | Initial and final blends, initial and final digraphs, long and short vowels | Long A (silent e) | what, no |
| Mar. | 22 | Initial and final blends, initial and final digraphs, long and short vowels | Long I (silent e) | of, so |
| | 23 | Initial and final blends, initial and final digraphs, long and short vowels | Long A and Long I (silent e) | was, that |
| | 24 | Review | Long O (silent e) | on, are |
| | 25 | Review | Long U (silent e) | as, with |
| | 26 | Review | Long O and Long U (silent e) | they, this |

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| Month | Wks | Phonemic Awareness | Phonics | Sight words |
|--------------|------------|---------------------------|-------------------|--------------------|
| Apr. | 27 | Review | Long E (silent e) | have, not |
| | 28 | Review | Review | or, by |
| | 29 | Review | Review | find |
| May | 30 | Review | Review | were, but |
| | 31 | Review | Review | Review |
| | 32 | Review | Review | Review |
| Jun. | 33 | Review | Review | Review |

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Instructional Routines

| Phonemic Awareness Routines |
|---|
| <p>Routine 1: Blending Word Parts</p> <p>Teacher models and provides guided practice putting the onset and rime together to make a word by saying (accompanied by hand motions such as palms up and coming together as word parts are blended):</p> <p>“Words are made up of different sounds. We’re going to practice listening to the first and last parts of a word. We’re going to put these word parts together to make a word.” Teacher models by saying, “My turn. The first part is /d/. The second part is /ad/. The word is ‘dad’. I’ll do another example. The first part is /r/. The second part is /an/. The word is ‘ran’.” Teacher provides guided practice with preplanned words.</p> |
| <p>Routine 2: Segmenting Word Parts</p> <p>Teacher models and provides guided practice listening to a word and then separating it into its onset and rime (the first and last part of the word) by saying (accompanied by hand motions such as tapping a leg for onset and the other leg for rime):</p> <p>“Words are made up of different parts. We’re going to practice listening to a word really carefully so we hear the first and last part of the word.” Teacher models by saying, “My turn. The word is ‘cat’ (say the word slowly). /c----/at/. Your turn. The word is ‘cat’. (Students should respond, /c----/at/.) I’ll do another example. The word is ‘bag’ (say the word slowly). /b----/ag/. Your turn. The word is ‘bag’. (Students should respond, /b----/ag/.)” Teacher provides guided practice with preplanned words.</p> |
| <p>Routine 3: Recognizing Rhyming Words</p> <p>Teacher engages children in recognizing words that rhyme. Teacher models and provides guided practice. Teacher says:</p> <p>“Listen carefully as I say these two words: ‘pin’ – ‘fin’. Hear the same ending rhyming sound – pin and fin. Now say them with me and listen for the same ending rhyming sound. When the two words rhyme we’re going to put our thumbs up.” Teacher models holding thumbs up. “Listen to this next set of words – ‘sock’ – ‘mud’. As you say these two words, listen to hear whether they have the same ending rhyming sound. If they have the same ending rhyming sound put your thumbs up – if they don’t, put your thumbs down. ‘Sock – mud’.” Teacher models thumbs down. “Mud does not rhyme with sock. If these words rhymed, it would be ‘sock – mock’. Listen, ‘Sock – mock’ rhyme; they have the same ending sounds.” Teacher provides guided practice with preplanned words.</p> |
| <p>Routine 4: Dividing Syllables and/or Word Parts</p> <p>Teacher engages children in listening to and separating words into separate syllables/word parts. Teacher models and provides guided practice. Teacher says:</p> <p>“Now, we’re going to practice listening to words and clapping (stomping, jumping) each part of the word. Listen carefully as I say the word ‘happy’. Now, say it with me slowly and listen carefully to hear the two parts of the word.” Teacher guides learners. “This time as we say it we’re going to clap out each part as we say it.” Teacher guides learners. “Here’s the next word – ‘funny’. Let’s say it slowly and then let’s say it and clap the parts.” Teacher guides learners. “Here’s the next word- ‘door.’ Let’s say it slowly and then let’s say it and clap the parts.” Teacher guides learners. Teacher provides guided practice with preplanned words.</p> |
| <p>Routine 5: Blending Sounds in a Word</p> <p>Teacher models and provides guided practice blending the individual phonemes of CVC, CCVC or CVCC words (accompanied by visuals such as a chain of 3-4 different-colored unifix cubes or post-it notes). Teacher holds the cube train as not to obstruct view. Teacher says:</p> <p>“We’re now going to practice listening to 3 (4) sounds and blending the sounds together to make a word. This will help you get ready to read unfamiliar words. Watch and listen as I show you what I am doing. I’m going to listen carefully to each sound. I’m then going to say the sounds to myself, blending them together to make a word. My turn...” (Teacher taps one cube as he/she says each sound from left to right from student perspective.) “/c/ /a/ /t/. After saying the sounds, teacher slides her/his finger along the top of the cubes and says, “Word?” Teacher responds, “The word is ‘cat’. Now, it’s your turn.” Teacher taps each cube and says “/c/”. After saying all the sounds in the word ‘cat’, the teacher says, “Word?” Students should respond, “cat”. Teacher provides guided practice with preplanned words.</p> |
| <p>Routine 6: Segmenting Sounds in a Word</p> <p>Teacher models and provides guided instructional practice segmenting the individual phonemes of CVC words. Teacher says</p> |

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(accompanied by hand motions using fist and fingers as described below):

"We're now going to practice listening for each sound in a word. This is a strategy writers use when they want to spell a word. Watch and listen as I show you. As I say a word, I am going to listen for each sound in the word. I'm then going to put one finger up as I say each sound in the word. This will help you know how to spell words." Teacher says, "My turn." Teacher makes a fist, with fisted fingers facing him/herself while saying a word i.e. "pig" (Make sure your modeling of each sound goes from left to right from the learner's perspective.) Teacher puts up the pointer finger (the second finger) and says "/p/". Teacher puts up the middle and says "/i/". Teacher puts up the ring finger and says "/g/". Teacher then says the whole word – "pig", while pulling fingers together into a fist facing him/her. Teacher then says, "Your turn." (Have children use their left fisted hand facing them to finger spell each sound unless they are left handed and then they use their right hand.) "Now, say the word and put up one finger at a time for every sound you hear." (With a closed fist facing them, students say the word. Students say each sound in the word and hold up one finger at a time to represent each sound being said. When each sound of the word has been said, students repeat the word with a closed fist facing them. Teacher provides guided practice with preplanned words.)

Routine 7: Recognizing Initial Matching Sounds

Teacher engages children in recognizing words that begin with the same initial sound. Teacher models and provides guided practice. Teacher says:

"Listen carefully as I say these two words 'car' – 'cat'. As I say them again, listen carefully to the first/initial/beginning sound of each word- 'car' – 'cat'. The first/beginning/initial sound in both words is the same. Now say them with me and as you say them, listen carefully to the first/beginning/initial sound. When the two words have the same first/beginning/initial sound we're going to put our thumbs up." Teacher models holding thumbs up. "Listen to this next set of words – 'sock' – 'big'. As you say each word listen to hear whether they have the same first/beginning/initial sound. If they have the same first/initial/beginning sound put your thumbs up – if they don't, put your thumbs down." Teacher models thumbs down. "Sock and big do not have the same first/beginning/initial sound. If these words had the same first sound, it would be 'sock – sig'." Teacher provides guided practice with the day's preplanned words.

Routine 8: Adding Sounds

Teacher models and provides guided practice adding an onset to a rime by saying (accompanied by hand motions such as palms facing each other and coming together as sound is added):

"Words are made up of different sounds. We're going to practice adding a beginning sound to the last part of a word. We're going to put these word parts together to make a word." Teacher models by saying, "My turn. I'm going to add /h/ to /at/. The new word is 'hat'. I'll do another example. I'm going to add /l/ to /am/. The new word is 'lam'." Teacher provides guided practice with preplanned words.

Routine 9: Deleting Sounds

Teacher models and provides guided practice deleting the onset of a word (accompanied by hand motions such as hands together with right hand moving behind back as sound is deleted):

"Words are made up of different sounds. We're going to listen really carefully to a word so we are able to take away the first part and just say the last part of the word." Teacher models by saying, "My turn. I'm going to say 'sat' (say the word slowly) without the /s/. Sat without /s/ is /at/. I'll do another example. I'm going to say 'mad' without the first sound (say the word slowly). Mad without the /m/ is /ad/." Teacher provides guided practice with preplanned words.

Routine 10: Substituting Sounds

Teacher models and provides guided practice substituting a sound in a word to make a new word saying:

"Words are made up of different sounds. We're going to listen really carefully to a word so we are able to replace a sound in a word and say a new word. This practice will help you in decoding and spelling words." Teacher models by saying, "My turn. I'm going to replace the /t/ in the word 'top' (say the word slowly) with the sound /h/. When I change the /t/ in 'top' to /h/, the new word is 'hop'. Teacher provides guided practice with preplanned words.

Recognizing Letter and Sound Routines

Routine 11: Recognizing Letter and Sound Routines

Teacher models and provides guided practice naming letters and sounds. Teacher says:

"Now, we're going to practice the letters of the alphabet. Use your finger to touch each letter as we say the name of each letter, the name of the picture which begins with that sound and the sound the letter makes. Today we will read the letters in alphabetical order, starting with the letter A. Put your finger under the upper-case A. Ready, let's begin. A – a – apple - /a/. B –

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b – ball - /b/..." (Continues through the rest of the alphabet. Once students are familiar with the letters/sounds, vary the sequence of the letters [e.g. vertically, bottom-to-top, etc.]

Routine 12: Reviewing Letters/Sounds with the Chants

Teacher models and provides guided practice using the alphabet chants. Teacher chooses a letter and displays the letter and/or chant. Teacher says:

"Remember, this is the letter ____ and the sound for this letter is _____. As we read/say this chant, look at the letter _____. Listen for the sound of that letter. When you hear the sound, show me the hand signal _____." Teacher and students chorally recite the corresponding chant.

Sight Words Routines

Routine 13: Introducing Sight Words

Teacher systematically introduces new sight words (high frequency words). Teacher displays the target word and tells students what the word says; students repeat. Teacher, then students, spell the sight word. Teacher uses the sight word in a sentence. Students create additional sentences using the sight word. Students write the sight word with a finger on the carpet. (Please note: sight words could be sent home with suggestions for practice.)

Routine 14: Practicing Sight Words

Teacher identifies sight words to intentionally review and chooses one of the following practice routines:

Body Spelling: Tall letters you reach up for the sky, belt line letter touch your waist, letters that go into the basement touch the ground.

Song spelling:

2 letter words: tune, If "You're Happy and You Know it"

If you want to spell is, say i – s

If you want to spell is, say i – s

It's as easy as can be

When you sing and spell with me

If you want to spell is, say i – s

3 letter words: tune, "Three Blind Mice"

T –h- e, t –h – e; that spells the, that spells the

t-h-e spells the, t-h-e spells the

t-h-e

4 letter words: tune, "Clementine" (O my darling...)

L-i-k-e, l-i-k-e, l-i-k-e spells like

L-i-k-e, l-i-k-e, l-i-k-e spells like

5 letter words: tune, BINGO

There was a word and it was where

And this is how you spell it

w-h-e-r-e, w-h-e-r-e, w-h-e-r-e

and the word is where

Read it, Spell it, Read it: say the word, say each letter (can clap/stomp/jump/etc. out the letters), say the word (teacher shows the word to the students)

The word is " the", the word is "the", t –h-e , the word is the

Word Wall Activities:

Read the word wall quickly.

Read the word wall quickly backwards from z to a. (All go at the same speed!)

Choose one letter and read all the words for that letter quickly.

Choose one letter and read all the words for that letter quickly, backwards from z-a.

Find the words with 2 letters, read it, say it, write it.

Find the words with 3 letters, read it, say it, write it.

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Find the words with 4 letters, read it, say it, write it.

Take a picture of the word with your invisible camera and put it in your head.

Phonics Routines - Introducing New Skills

Routine 15: Introducing Letters/Sounds

Teacher models and provides guided practice connecting letter names and sounds. Teacher says:

"Today, we will be learning about the letter _____. (Teacher points to the sound/spelling card.)"

"_____ makes the sound _____. Let me hear you make the sound _____. I want you to notice how it feels in your mouth when you make the sound _____." (Teacher explains how sound is produced.) I'm going to share a chant with you to help you remember the sound of _____. As I read the chant, I want you to focus on listening for the sound of _____. Whenever you hear it, I want you to do this hand signal (chant hand signal) and say the sound with me." (Teacher reads chant, with students chiming in at chorus and with hand signal). "Many words begin with this letter." (Teacher displays three pictures with the targeted initial sound. The word should be written under the visual with the letter for the initial sound underlined.) (Please Note: When introducing a vowel, use its short sound. The sound the long vowel makes will be introduced later in the year through a different routine.)

Routine 16: Word Family Introduction

Teacher systematically introduces key word families to help students build fluency. Teacher writes key word from the word family on the board, and could sketch/display a large picture of that word. Teacher says:

"We have learned all of our letters, and we've been thinking about the ways we can put sounds together to read words. Words that have the same letters and sounds at the end are called a word family." Teacher underlines the rime of the word family, and leads students in blending the rime. "Today we're studying the word family _____. Let's read the first word in this family by blending the initial sound with the _____ rime/chunk/word family." Students and teachers blend the initial sound and rime. "You can change the first letter and sound to make another word in this word family." Teacher changes the first letter to make a new word from the word family. Teacher and students read the new word. Students and teacher then generate additional real words in the word family. If students generate nonsense words, acknowledge the word as "fitting the pattern" of the word family, but record the word elsewhere.

Routine 17: Introduction to Digraphs

Teacher models and provides guided practice connecting spellings to sounds. Teacher says:

"Today, we will be learning about the sound _____ (e.g. /ch/, /th/, /wh/, /sh/). Let me hear you make the sound _____. I want you to notice how it feels in your mouth when you make the sound _____ (Teacher explains how sound is produced)."

"This sound is special, because we have to use more than one letter to spell it. We spell the sound _____ like this: _____."

"Here are examples of words which have this sound." (Teacher displays three pictures with the targeted digraph. The word should be written under the visual with the digraph underlined.)

Routine 18: Introduction to Long Vowels (silent e)

Teacher models and provides guided practice connecting spellings to sounds. Teacher says:

"You have learned one sound for the vowel _____. The vowels are special because each vowel can make two different sounds. You have already learned the short vowel sound of _____, as in the word _____. Today, we will be learning about the long vowel sound of _____. The long vowel sound of _____ is _____, as in the word _____. An _____ makes a long vowel sound (says its name) when there is an "e" at the end of the word. The "e" is silent- it doesn't make a sound, BUT it makes the other vowel say its name. Let me show you what I mean. (Teacher writes a silent "e" long vowel word and circles the 1st vowel, draws a line through the "e" while saying, "Notice the vowel _____ and also notice the "e" at the end of the word. The "e" is silent- it doesn't make a sound, BUT it makes the other vowel say its name. Let me show you." Teacher models blending the sounds of the consonant, long vowel sound, and consonant together.)

"Let's try some together." Teacher writes a silent "e" long vowel word on the board and engages students in chorally identifying the first vowel. Teacher draws a circle around the vowel. Teacher engages students in pointing to the silent "e" at the end of the word as he/she draws a line through the "e." Teacher guides students in decoding the word.

Routine 19: Introduction to Long Vowels (two vowels together)

Teacher models and provides guided practice connecting spellings to sounds. Teacher says:

"You have learned vowels make a short and long sound. For example, a short _____ makes the sound _____ as in the word _____. A long vowel says its name, as in the word _____. Today I want to show you what happens when there are two vowels (_____) together. The first vowel says its long sound, its name, and the second vowel is silent. Let me show you what I mean.

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(Teacher writes a word with two vowels together and circles the first vowel, draws a line through the second vowel while saying, "Notice the two vowels _____. I am going to draw a circle around the first vowel so I remember to say its long sound, its name, and I am going to draw a line through the second vowel to remember it's silent." Teacher models blending the consonant, long vowel sound of first vowel and final consonant. "Let's try some together." Teacher writes a two-vowel word on the board and engages students in chorally naming the two vowels. The teacher prompts students to chorally name the first vowel which will say its name. Teacher draws a circle around the vowel. Teacher prompts students to chorally name the second vowel which will be silent. Teacher guides students in decoding the word. (Teachers may choose to use the expression "When two vowels go walking, the first one does the talking.")

Phonics Routines - Practice Skills

Routine 20: Blending Sounds to Decode/Blending

Teacher models and provides guided practice blending sounds together to decode a word. Teacher writes a word on the board (please note: teacher is the only one writing for this section), points to each letter and says:

"We're now going to practice saying the sounds of a consonant-vowel-consonant word. We will then blend the sounds together to read the word. This is a strategy readers use to read unfamiliar words. Watch and listen as I show you what I am doing." Teacher points to the first consonant and says, "Sound?" Teacher says the sound. Teacher then points to the vowel and says "Sound?" Teacher says the sound. Teacher then says, "Blend." Teacher blends the consonant and vowel sounds together. Teacher repeats this process until all of the sounds and blending of the sounds in the word have been completed. Teacher sweeps finger underneath the word and says, "Word." Teacher then reads the complete word. Teacher provides guided practice with several more words. (Later in the year, add blending words into a sentence. Blending sentences is the logical extension of blending words. Blending sentences helps students develop fluency, which is critical to comprehension. Teacher writes the sentence on the board/chart, underlining any high-frequency sight words. Sight words should not be blended but read as whole words. Teacher supports students in blending the remaining words as needed. Encourage students to reread sentences with phrasing and natural intonation.)

Routine 21: Segmenting and Spelling Words/Dictation

Teacher models and provides guided practice stretching words to encode/spell words. Please note: Each child should have a white board, marker and eraser for this section. Teacher begins by modeling the routine:

"Now, we're going to practice spelling words. We do this by listening carefully to the sounds in words. Watch and listen as I show you how I do this. I first segment the word into each sound. As I say a word, I am going to listening really carefully for each sound. 'Pig' – (Teacher puts up one finger and says..) /p/. (Teacher puts up a second finger and says...) /i/. (Teacher puts up another finger and says...) /g/. This time as I say each sound I am going to think of the letter that makes that sound and write that letter on my white board. The word is 'pig.' The first sound is /p/. I'm going to write the letter that makes that sound – a 'p.' The word is 'pig.' Now, I'm going to say the next sound, /p/--/i/. I'm going to write the letter that makes that sound – an 'i.' The word is – 'pig.' Now, I'm going to say the last sound /p/--/i/--/g/. I'm going to write the letter that makes that sound – a 'g.' Lastl, I'm going to read the word I wrote. I do this by blending the sound of each letter together to make a whole word." Teacher provides guided practice orally segmenting the word and then segmenting and spelling each sound in the word. Teacher segments and writes the letter of each sound along with the students. (Later in the year, add dictating words to make a sentence. Segmenting sentences is the logical extension of spelling individual words. When dictating a sentence, teacher reads the whole sentence aloud first, then counts words in sentence, and dictates each word, using the Segmenting Words Routine for unknown words. Students should be encouraged to write sight words from memory or by referring to the word wall. For example, for the sentence *Dad and Sam had a big snack*, the teacher says the entire sentence, then prompts: "Say the sentence with me." Teacher and students repeat the sentence. "Let's count how many words are in this sentence." Teacher and students count the number of words in the sentence. "Now, draw one line for each word you will write." Teacher models as students write. "First word, 'Dad.' Remember, it's the first word in a sentence, so remember what you need to do. If you are not sure how to spell 'Dad', say the word, segment the sounds and write the letter for each sound heard." (Provide support as needed.) When students are ready, teacher says, "Dad and" and says, "remember 'and' is a sight word. If you know how to spell it write it now. If you don't remember how to spell 'and' look on the word wall." When students are ready, teacher says, "Dad and Sam. Sam is a name of a person; remember to do something special with the first letter in Sam." When students are ready, teacher says, "Dad and Sam had." Teacher follows this procedure for each word in the sentence.

Routine 22: Sorting Words by Consonant Sounds

Teacher intentionally chooses 2-3 letters/sounds to review. Teacher creates columns with the letters at the top of each column. Teacher gathers 4-5 pictures of words which begin with each targeted letter/sound. Teacher shows picture cards one at a time and says the name of the picture. Teacher says: "Now it is your turn. As you say the name of the picture, tell yourself the beginning sound. Does this picture begin with the letter ____, ____, or ____? Be ready to point to the letter you would see at the

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beginning of that word.” Students repeat the name of the picture and point to the correct column when signaled. (All students should point at the same time.) Teacher places picture under appropriate column. (Please Note: This routine could also be used to review final sounds in words and blends.)

Routine 23: Writing Word Families

Teacher intentionally chooses word family(ies) to practice.

(Please note: Each child should have a white board, marker and eraser for this section.)

Teacher writes a word family rime on the board. Teacher has students copy the rime onto their boards. Teacher and students chorally read the rime. Teacher says, “Remembering a rime will help you spell many other words from that word family. Let me show you what I mean. If I wanted to spell the word _____. I would add a ____ to the rime ____.” Teacher models adding the appropriate letter to the rime. “Now I am going to read the word to make sure I wrote _____. Now it’s your turn.” Teacher dictates a word (or shows a picture) and tells students to use the rime and write the word. Teacher waits and then writes the correct letter in front of the rime for students to use, if needed, as a model. Teacher says, “Now we are going to read the word to make sure it says _____. ” Teacher reads the word with the students.

Routine 24: Sorting of Words by Digraphs

Teacher intentionally chooses 2-3 digraphs to review. Teacher creates columns with the letters of the digraphs at the top of each column. Teacher gathers 4-5 pictures of words which begin with each targeted digraph. Teacher shows picture cards one at a time and says the name of the picture. Teacher says: “Now it is your turn. As you say the name of the picture, tell yourself the beginning sound. Does this picture begin with the digraph ____, __ or _____. Be ready to point to the digraph you would see at the beginning of that word.” Students repeat the name of the picture and point to the correct column when signaled. (All students should point at the same time.) Teacher places picture under appropriate column. (Please Note: This routine could also be used to review final digraph sounds in words.)

Routine 25: Practicing-Blending Long Vowels (silent e)

Teacher models and provides guided practice blending sounds together to decode a word. Please note: teacher is the only one writing for this section. Teacher writes a silent “e” long vowel word and circles the first vowel, draws a line through the “e” while saying:

“We’re now going to practice saying the sounds of consonants and vowels. We will then blend the sounds together to read the word. This is a strategy readers use to read unfamiliar words. Watch and listen as I show you what I am doing.” Teacher points to the first consonant and says, “Sound?” Teacher says the sound. Teacher then points to the first vowel circled and then points to the “e” with a line through it and says “The “e” is silent- it doesn’t make a sound, BUT it makes the other vowel say its name. Sound?” Teacher says the long vowel sound. Teacher then says, “Blend.” Teacher blends the consonant and long vowel sounds together. Teacher repeats this process until all of the sounds and blending of the sounds in the word have been completed.

Teacher sweeps finger underneath the word and says, “Word.” Teacher then reads the complete word. Teacher provides guided practice with several more words. (Later in the year, when reading a sentence, teacher supports students blending the sounds in a word as needed.)

Routine 26: Listening for Initial/Final Sounds

Teacher models and provides guided practice identifying the position of a consonant sound.

Teacher intentionally chooses the focus letter/sound and displays the letter. Teacher says a word which begins or ends with the targeted sound. Students indicate the position of the sound within the word (initial or final placement) using a pre-taught signal.

Teacher says:

“I will say a word. As I say the word, your job is to listen for the sound ____ and identify where you hear that sound. If the word I say begins with ____, show me the signal _____. If the word I say ends with ____, show me the signal ____.” Teacher models 1-2 examples words, then lets student respond to next several words.

Routine 27: Practicing-Segmenting Long Vowels (silent e)

Teacher models and provides guided practice stretching words to encode/spell words. (Please note: Each child should have a white board, marker and eraser for this section.) Teacher says:

“Now, we’re going to practice spelling words. We do this by listening carefully to the sounds in words. Watch and listen as I show you how I do this. I first segment the word into each sound. As I say a word, I am going to listening really carefully for each sound. “lake” – (Teacher puts up one finger and says...) /l/. (Teacher puts up a second finger and says...) /a/. (Teacher puts up another finger and says...) /k/. This time as I say each sound I am going to think of the letter that makes that sound and write that letter on my white board. The word is – lake. The first sound is /l/. I’m going to write the letter that makes that sound – ‘l’. The word is – ‘lake.’ Now, I’m going to say the next sound /l--/a/. I hear the long vowel sound of ‘a.’ I know I can make the long vowel sound with the vowel and then a silent ‘e’ at the end of the word. I am going to write an ‘a,’ leave a space and then write a silent ‘e.’ The word is – ‘lake.’ Now, I’m going to say the last sound /l--/a--/k/. I’m going to write the letter that makes that sound

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– a ‘k’ in between the ‘a’ and the silent ‘e.’ I’m going to read the word I wrote. I do this by blending the sounds together.” Teacher provides guided practice orally segmenting the word and then segmenting and spelling each sound in the word. As students segment and write the letter for each sound, the teacher also writes the letter for each sound, providing support as needed. Teacher provides guided practice for more words, reducing the level of scaffolding as students demonstrate readiness to take on more of the work.

Routine 28: Blending Sounds to Decode/Blending Nonsense Words

Teacher models and provides guided practice blending sounds together to decode a nonsense word. Teacher writes a nonsense word on the board. Teacher tells students today’s words are not real words. Teacher says they are make-believe words. Please note: teacher is the only one writing for this section. Teacher points to each letter or digraph and says:

“We’re now going to practice saying the sounds of consonants and a vowel(s). We will then blend the sounds together to read the word. Remember today’s word is not a real word – it’s a make-believe word. Watch and listen as I show you what I am doing.” Teacher points to the first consonant or digraph and says, “Sound?” Teacher says the sound. Teacher then points to the vowel(s) and says “Sound?” Teacher says the sound. Teacher then says, “Blend.” Teacher blends the consonant or digraph and vowel sounds together. Teacher repeats this process until all of the sounds and blending of the sounds in the word have been completed. Teacher sweeps finger underneath the word and says, “Make-believe word?” Teacher then reads the complete word. Teacher provides guided practice with several more words.

Routine 29: Segmenting and Spelling Nonsense Words/Dictation

Teacher models and provides guided practice stretching nonsense words to encode/spell words. Teacher tells students today’s words are not real words. Teacher says they are make-believe words. Please note: each child should have a white board, marker, and eraser for this section. Teacher says:

“Now, we’re going to practice spelling make-believe words. We do this by listening carefully to the sounds we hear. Watch and listen as I show you how I do this. I first segment the make-believe word into each sound. I am going to listen really carefully for each sound. “niv” – (Teacher puts up one finger and says...) “/n/”. (Teacher puts up a second finger and says...) “/i/”. (Teacher puts up another finger and says...) “/v/”. This time as I say each sound I am going to think of the letter that makes that sound and write that letter on my white board. The make-believe word is – “niv”. The first sound is /n/. I’m going to write the letter that makes that sound – an “n.” The make-believe word is – “niv.” Now, I’m going to say the next sound /n/--/i/. I’m going to write the letter that makes that sound – an “i.” The word is – “niv.” Now, I’m going to say the last sound /n/--/i/--/v/. I’m going to write the letter that makes that sound – a “v.” Lastly, I’m going to read the make-believe word I wrote. I do this by blending the sound of each letter together.” Teacher provides guided practice with preplanned nonsense words, with students segmenting and then writing the word, and teacher helping to check the spelling of the whole class by providing the correct spelling.

Fluency, Transfer, and Formative Assessment Routines

Routine 30: Reading Decodable Text

Important note: you will need to print copies of the weekly decodable text and the “Identifying Patterns and Reading Words” worksheet for your students. You may decide to print these back-to-back. These instructional routines will require practicing procedures for passing out and collecting papers and for treating the papers well enough to use all week.

Teacher helps students to transfer decoding skills to independence and to build reading fluency by guiding them in decodable text. Teacher may choose to ask a few text-dependent questions during or after the reading to support students’ understanding of the text and reinforce the point that comprehension is the purpose of reading.

Day One: echo reading (children echo the teacher’s reading in phrases or sentences)

Day Two: choral reading (the class reads aloud together)

Day Three: partner reading (one student reads as the other follows along, then they switch)

Day Four: independent reading

Sometimes, the passage will include spelling patterns that are introduced later in the week. In such cases, echo reading, choral reading, and partner reading will help students decode these new words successfully.

Routine 31: Identifying Patterns and Reading Words

Important note: you will need to print copies of the decodable text and the “Identifying Patterns and Reading Words” worksheet for your students. You may decide to print these back-to-back. These instructional routines will require

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practicing procedures for getting pencils and a hard surface to write on, for passing out and collecting papers, and for treating the papers well enough to use all week.

Teacher provides practice attending to the target phonics pattern and reading/decoding words by having students do one line of the week's decoding worksheet each day. The decoding worksheet follows the decodable text in each lesson. Highlighting is one option, and seeing the target pattern pop out in color may help students attend to the symbol and sound. However, circling the target pattern with a pencil will also work. Teacher says,

"Now, we're going to circle the letters representing the sounds we have been learning. Then, we will say the sound and read each word. This will help us to remember the sounds letters make and read words containing these patterns in our own books."

Routine 32: Formative Assessment (Encoding)

Teacher reads words and sentences to students. Students spell the words and sentences with pencil and paper for teacher to collect as a formative assessment. Decoding (reading) and encoding (writing) skills develop at different rates – decoding skills develop more rapidly. Nevertheless, this assessment practice can give the teacher information about which students have internalized a new phonics skill. Teacher says,

"This activity will help you to practice the spelling patterns you have been learning and will help me to know how to support you. Write '1' for your first word. Your first word is..." (Teacher may choose to use the word in a sentence and might remind students to segment the word.)

When students write the sentence, teacher should repeat words and phrases enough times for students to write them down – this is an assessment of phonics skills, not of memory.

Transition Routines

(Listed below are routines to use during classroom transitions. Teachers should feel free to also use previously taught routines.)

Routine 33: Alphabet Song

Teacher models and provides guided practice learning letter names and alphabetic order. Teacher says:

"Now, we're going to practice reading and saying/singing the alphabet. As we say/sing the alphabet, make sure your eyes are looking at the letter and your ears are listening to the letter's name. (Teacher may wish to add a motor action as each letter is said.)

Routine 34: Vowel Song (to the tune of BINGO)

(The vowels should be displayed. The teacher and students should point to each vowel as it is sung.)

I can name the vowels for you
And you can name them too! Hoo!
A-E-I-O-U
A-E-I-O-U
A-E-I-O-U
And you can name them too! Hoo!

Routine 35: Something That Starts With...

Teacher models and provides guided practice recognizing the letter/sound connection. Teacher says:

"I want us to practice the sound _____. I'm thinking of something in the room that begins with the sound _____. Look around and raise your hand when you think you know what it is." As students guess, guide their guessing with hints that call attention to the target sound and position.

Routine 36: Counting Words in a Sentence

Teacher engages children in listening to hear that language is made up of strings of words. Teacher models and provides guided practice. Teacher says:

"Now, we're going to practice listening to hear the number of words that are in a sentence. Listen carefully as I say this sentence – 'I like school.' Say it with me and put a finger up each time you hear a word." Teacher guides learners. Teacher provides guided practice with the day's preplanned sentences.

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Exploring Sound Chants and Hand Signals

| | |
|---|--|
| <p>Aa (hold imaginary apple in cupped hands) The sound is /a/ The letter is A Appetizing apple /a/ /a/ /a/</p> <p>Bb (hand palm up as if bouncing a balloon into the air) The sound is /b/ The letter is B Bouncing balloons /b/ /b/ /b/</p> <p>Cc (both hands make a steering wheel motion) The sound is /k/ The letter is c Cruising cars /c/ /c/ /c/</p> <p>Dd (one hand makes a diving motion) The sound is /d/ The letter is D Diving duckies /d/ /d/ /d/</p> <p>Ee (move one arm like an elephant's trunk) The sound is /e/ The letter is E Exercising elephant /e/ /e/ /e/</p> <p>Ff (two hands palms together swim like a fish) The sound is /f/ The letter is F Funny fish /f/ /f/ /f/</p> <p>Gg (pull apart imaginary sticky candy with fingers) The sound is /g/ The letter is G Goopy gumballs /g/ /g/ /g/</p> | <p>Hh (torso bends forward like a horse eating) The sound is /h/ The letter is H Hungry horse /h/ /h/ /h/</p> <p>Ii (move an imaginary block of ice with hands) The sound is /i/ The letter is I Iggy built an igloo /i/ /i/ /i/</p> <p>Jj (put on an imaginary jacket and pop the collar as you say /j/) The sound is /j/ The letter is J Jazzy jean jacket /j/ /j/ /j/</p> <p>Kk (kicking motion with foot) The sound is /k/ The letter is K Kicking koala /k/ /k/ /k/</p> <p>Ll (gently wave hand, pretending to hold leaf) The sound is /l/ The letter is L Lovely leaf /l/ /l/ /l/</p> <p>Mm (bring hand to mouth as if munching) The sound is /m/ The letter is M Munching mouse /m/ /m/ /m/</p> <p>Nn (pretend to catch butterfly with net) The sound is /n/ The letter is N Nifty net /n/ /n/ /n/</p> |
|---|--|

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| | |
|---|--|
| <p>Oo (wave arms like an octopus) The sound is /o/ The letter is O Odd oblong octopus /o/ /o/ /o/</p> <p>Pp (move hands back as if being pricked) The sound is /p/ The letter is P Prickly pear /p/ /p/ /p/</p> <p>Qq (running motion with both arms) The sound is /kw/ The letter is Q Quick, quick queen /kw/ /kw/ /kw/</p> <p>Rr (move one hand in an arc over your head) The sound is /r/ The letter is R Radiant rainbow /r/ /r/ /r/</p> <p>Ss (make a sawing motion with one arm) The sound is /s/ The letter is S Silver slicing saw /s/ /s/ /s/</p> <p>Tt (pull an imaginary truck toward you with both hands) The sound is /t/ The letter is T Tiny towing truck /t/ /t/ /t/</p> | <p>Uu (make an arch over your head with both arms) The sound is /u/ The letter is U Under the umbrella /u/ /u/ /u/</p> <p>Vv (play an imaginary violin) The sound is /v/ The letter is V Violet's violin /v/ /v/ /v/</p> <p>Ww (bring finger to mouth in a hushing motion) The sound is /w/ The letter is W Whispering whale /w/ /w/ /w/</p> <p>Xx (touch index fingers together in an x) The sounds is /ks/ The letter is X Exciting X-Ray /ks/ /ks/ /ks/</p> <p>Yy (pull imaginary socks onto both feet) The sound is /y/ The letter is Y Yellow yarn socks /y/ /y/ /y/</p> <p>Zz (zip and unzip imaginary sweatshirt) The sound is /z/ The letter is Z Zebra zipping in a zoo /z/ /z/ /z/</p> |
|---|--|

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High Frequency Word List K-2 (in order to be introduced)

| Kindergarten | |
|--------------|------|
| the | an |
| a | do |
| I | at |
| to | he |
| and | she |
| you | like |
| it | no |
| said | of |
| in | so |
| for | was |
| up | that |
| look | on |
| is | are |
| go | as |
| we | with |
| little | they |
| down | this |
| can | have |
| see | not |
| my | or |
| me | by |
| come | of |
| where | what |
| here | were |
| find | but |

| First Grade | | |
|-------------|----------|--------|
| first | too | should |
| away | pretty | from |
| help | saw | any |
| play | well | thing |
| word | one | how |
| great | eat | know |
| other | who | put |
| than | new | every |
| each | must | old |
| all | soon | which |
| there | our | after |
| out | say | think |
| be | under | two |
| am | child | going |
| work | please | walk |
| will | his | again |
| yes | children | may |
| small | her | fly |
| now | some | would |
| friend | why | round |
| animal | could | give |
| into | when | once |
| good | these | open |
| more | ask | has |
| want | over | live |

| Second Grade | | |
|--------------|----------|---------|
| because | keep | far |
| if | gave | call |
| about | use | sleep |
| mother | got | wash |
| father | together | tell |
| your | very | another |
| its | always | write |
| their | both | show |
| those | world | buy |
| different | better | pull |
| myself | only | sit |
| around | much | read |
| before | never | found |
| way | many | sing |
| upon | right | wish |
| today | off | carry |
| day | cold | own |
| don't | fast | try |
| people | long | laugh |
| water | warm | bring |
| answer | full | drink |
| been | done | hold |
| does | light | hurt |
| goes | kind | fall |
| made | study | draw |

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High Frequency Word List K-2 (in alphabetical order)

| Kindergarten | |
|--------------|-------|
| a | me |
| an | my |
| and | no |
| are | not |
| as | of |
| at | on |
| but | or |
| by | said |
| can | see |
| come | she |
| do | so |
| down | that |
| find | the |
| for | they |
| go | this |
| have | to |
| he | up |
| here | was |
| I | we |
| in | were |
| is | what |
| it | where |
| like | with |
| little | you |
| look | |

| First Grade | | |
|-------------|--------|--------|
| after | his | should |
| again | how | small |
| all | into | some |
| am | know | soon |
| animal | live | than |
| any | may | there |
| ask | more | these |
| away | must | thing |
| be | new | think |
| child | now | too |
| children | old | two |
| could | once | under |
| each | one | walk |
| eat | open | want |
| every | other | well |
| first | our | when |
| fly | out | which |
| friend | over | who |
| from | play | why |
| give | please | will |
| going | pretty | word |
| good | put | work |
| great | round | would |
| has | saw | yes |
| help | say | may |

| Second Grade | | |
|--------------|--------|----------|
| about | father | pull |
| always | found | read |
| another | full | right |
| answer | gave | show |
| around | goes | sing |
| because | got | sit |
| been | hold | sleep |
| before | hurt | study |
| better | if | tell |
| both | its | their |
| bring | keep | those |
| buy | kind | today |
| call | laugh | together |
| carry | light | try |
| cold | long | upon |
| day | made | use |
| different | many | very |
| does | mother | warm |
| don't | much | wash |
| done | myself | water |
| draw | never | way |
| drink | off | wish |
| fall | only | world |
| far | own | write |
| fast | people | your |

Weekly Lessons

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 1
Phonemic Awareness – Short a
Phonics – Letters Aa Bb

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Word Parts | | map hat bat Routine 1 | | rap man nap Routine 1 | |
| Segmenting Word Parts | cap cat sad Routine 2 | | can lap fat Routine 2 | | bag lad fan Routine 2 |
| Recognizing Rhyming Words | zap-cap tan-ran tag-pan Routine 3 | | bag-tag lap-pat rat-fat Routine 3 | | sag-mad tab-jab man-can Routine 3 |
| Dividing Syllables | | run jumping dance Routine 4 | | tiger bear hippo Routine 4 | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Row 1 Routines 11 and 12 | Row 1 Routine 11 and 12 | Rows 1 and 2 Routines 11 and 12 | Rows 1 and 2 Routines 11 and 12 | Rows 1 and 2 Routines 11 and 12 |
| Sight Words | New Sight Word: the Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Introduce letter/sound Aa Routine 15 | Review new and previously taught letters Routine 26 | Introduce letter/sound Bb Routine 15 | Review new and previously taught letters Routine 22 | Review new and previously taught letters Routine 26 |

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 2
Phonemic Awareness – Short a
Phonics – Letters Cc Dd

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Word Parts | | dab lad sag Routine 1 | | yam ran jab Routine 1 | |
| Segmenting Word Parts | map tag lad Routine 2 | | fan lap had Routine 2 | | bag cab had Routine 2 |
| Recognizing Rhyming Words | sad-bad map-tap rag-ham Routine 3 | | jam-lag van-tan rap-lap Routine 3 | | tad-Dad lab-nab fan-bag Routine 3 |
| Dividing Syllables | | yellow purple blue Routine 4 | | pizza pepperoni cheese Routine 4 | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Rows 1-2-3 Routines 11 and 12 | Row 1-2-3 Routines 11 and 12 | Rows 1-2-3 Routines 11 and 12 | Rows 1-2-3 Routines 11 and 12 | Rows 1-2-3 Routines 11 and 12 |
| Sight Words | New Sight Word: a Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Introduce letter/sound Cc Routine 15 | Review new and previously taught letters Routine 22 | Introduce letter/sound Dd Routine 15 | Review new and previously taught letters Routine 22 | Review new and previously taught letters Routine 26 |

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 3
Phonemic Awareness – Short o
Phonics – Letters Ee Ff

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Word Parts | | mob hot jog Routine 1 | | rob dot hot Routine 1 | |
| Segmenting Word Parts | bob cot hop Routine 2 | | cob dot hot Routine 2 | | job got rot Routine 2 |
| Recognizing Rhyming Words | log-hog job-Bob rod-hot Routine 3 | | jam-lag jot-fog not-dot Routine 3 | | sob-mob mop-got frog-jog Routine 3 |
| Dividing Syllables | | jacket boots sweatshirt Routine 4 | | corn cucumber carrot Routine 4 | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 |
| Sight Words | New Sight Word: l Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Introduce letter/sound Ee Routine 15 | Review new and previously taught letters Routine 22 | Introduce letter/sound Ff Routine 15 | Review new and previously taught letters Routine 22 | Review new and previously taught letters Routine 26 |

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 4
Phonemic Awareness – Short a and Short o
Phonics – Letters Gg Hh Ii

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | dot gab hot Routine 5 | | ham cob bag Routine 5 | |
| Segmenting Word Parts | mop tag rot Routine 2 | | bad not map Routine 2 | | jot lad jog Routine 2 |
| Recognizing Rhyming Words | hog-bat jam-Sam rod-cod Routine 3 | | fog-bag stop-tab dog-frog Routine 3 | | fad-fat pan-fan tag-bog Routine 3 |
| Recognizing Initial Matching Sounds | | map-mad fat-fog pat-tab Routine 7 | | mop-pop sap-sat bad-Bob Routine 7 | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 |
| Sight Words | New Sight Word: to Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Introduce letter/sound Gg Routine 15 | Introduce letter/sound Hh Routine 15 | Review new and previously taught letters Routine 22 | Introduce letter/sound Ii Routine 15 | Review new and previously taught letters Routine 22 |

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 5
Phonemic Awareness – Short u
Phonics – Letters Jj Kk Ll

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | gum hug up Routine 5 | | hum jug pup Routine 5 | |
| Segmenting Word Parts | bun mug fun Routine 2 | | tug but rub Routine 2 | | bum dug cup Routine 2 |
| Recognizing Rhyming Words | rub-tub bug-bun sum-hum Routine 3 | | fun-tug duck-cub dug-sub Routine 3 | | bum-tug pun-fun mug-dug Routine 3 |
| Recognizing Initial Matching Sounds | | jug-tub rug-run sub-sun Routine 7 | | nut-mug bug-but tub-tug Routine 7 | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 |
| Sight Words | New Sight Word: and Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Introduce letter/sound Jj Routine 15 | Introduce letter/sound Kk Routine 15 | Review new and previously taught letters Routine 26 | Introduce letter/sound Ll Routine 15 | Review new and previously taught letters Routine 22 |

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 6

Phonemic Awareness – Short a, Short o, Short u

Phonics – Letters Mm Nn Oo

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | sap top rug Routine 5 | | dad pot hug Routine 5 | |
| Segmenting Word Parts | sat pot rug Routine 2 | | van lot nut Routine 2 | | pat job hut Routine 2 |
| Recognizing Rhyming Words | cab-lab hot-rot bun-hut Routine 3 | | fog-log mud-mad rag-bad Routine 3 | | jab-fab dot-jot sun-pun Routine 3 |
| Recognizing Initial Matching Sounds | | rag-rug fun-fan tub-bat Routine 7 | | hug-hub pat-pug log-hot Routine 7 | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 |
| Sight Words | New Sight Word: you Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Introduce letter/sound Mm Routine 15 | Introduce letter/sound Nn Routine 15 | Review new and previously taught letters Routine 26 | Introduce letter/sound Oo Routine 15 | Review new and previously taught letters Routine 22 |

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 7
Phonemic Awareness – Short i
Phonics – Letters Pp Qq Rr

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | pin did tip Routine 5 | | tin hid hip Routine 5 | |
| Segmenting Word Parts | him lit sip Routine 2 | | bin pit bit Routine 2 | | fin sit fit Routine 2 |
| Recognizing Rhyming Words | kid-lid pig-lip win-fin Routine 3 | | lid-bid wig-twig fit-bit Routine 3 | | dim-him tin-dig big-jig Routine 3 |
| Recognizing Initial Matching Sounds | | kit-kid fin-fib sip-pig Routine 7 | | wig-hip rip-rib pit-pig Routine 7 | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 |
| Sight Words | New Sight Word: it Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Introduce letter/sound Pp Routine 15 | Introduce letter/sound Qq (Be sure to explain that “q” generally goes with “u”) Routine 15 | Review new and previously taught letters Routine 26 | Introduce letter/sound Rr Routine 15 | Review new and previously taught letters Routine 22 |

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 8

Phonemic Awareness – Short a, Short o, Short u, Short i

Phonics – Letters Ss, Tt, Uu

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | hog bud bit Routine 5 | | tab mob cub Routine 5 | |
| Segmenting Word Parts | fan got bun Routine 2 | | bin zap jog Routine 2 | | lug fill had Routine 2 |
| Recognizing Rhyming Words | hip-lip tap-tub hot-dot Routine 3 | | fun-sun cat-bag nod-rod Routine 3 | | run-ran lid-bid man-tan Routine 3 |
| Recognizing Initial Matching Sounds | | dot-dog bug-gut him-hut Routine 7 | | rat-rug pot-pig top-tub Routine 7 | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 |
| Sight Words | New Sight Word: Said Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Introduce letter/sound Ss Routine 15 | Introduce letter/sound Tt Routine 15 | Review new and previously taught letters Routine 26 | Introduce letter/sound Uu Routine 15 | Review new and previously taught letters Routine 22 |

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 9
Phonemic Awareness – Short e
Phonics – Letters Vv, Ww Xx

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Adding Sounds | bed let hen Routine 8 | | fed met men Routine 8 | | led net pen Routine 8 |
| Deleting Sounds | | red pet ten Routine 9 | | wed set bet Routine 9 | |
| Recognizing Rhyming Words | | | | | peg-leg bed-wed let-pet Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 |
| Sight Words | New Sight Word: in Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | men red pet Routine 20 | | pen wed set Routine 20 | |
| Segmenting to Spelling | ten beg fed Routine 21 | | bet leg pen Routine 21 | | get peg ten Routine 21 |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Introduce letter/sound Vv Routine 15 | Introduce letter/sound Ww Routine 15 | Review new and previously taught letters Routine 26 | Introduce letter/sound Xx Routine 15 | Review new and previously taught letters Routine 22 |

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 10

Phonemic Awareness – Short a, Short o, Short u, Short i, Short e

Phonics – Letters Yy, Zz

| Phonemic Awareness | | | | | |
|---|--|--|--|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Adding Sounds | bad leg fin Routine 8 | | hot cub rat Routine 8 | | ten lip top Routine 8 |
| Deleting Sounds | | sun mat ben Routine 9 | | mop tub big Routine 9 | |
| Recognizing Rhyming Words | | | | | hen-pen rip-rug sob-cob Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 |
| Sight Words | New Sight Word: for Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | tab leg fin Routine 20 | | hop bus lad Routine 20 | |
| Segmenting to Spelling | bad red win Routine 21 | | hot fun cab Routine 21 | | men pig dot Routine 21 |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Introduce letter/sound Yy Routine 15 | Review new and previously taught letters Routine 7 | Introduce letter/sound Zz Routine 15 | Review new and previously taught letters Routine 26 | Review new and previously taught letters Routine 22 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. men 2. pig 3. dot 4. cup 5. bad 6. I hop on the red dot. Routine 32 – Takes place on Friday | | | | |

The Red Can

Ten men got a red can.

The red can fell.

Ten men got sad.

Ten men got a red cup.

The red cup fell.

“Sad,” ten men said!

Circle the vowel, say the short
vowel sound, and read the word.

| | | | |
|-----|-----|-----|-----|
| gut | pet | sip | set |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| not | can | men | rug |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| fat | tip | tap | pop |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| bus | nip | lop | lap |
|-----|-----|-----|-----|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 11
Phonemic Awareness – All Short Vowels
Phonics – Review All Letters/Sounds

| Phonemic Awareness | | | | | |
|---|--|--|--|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Adding Sounds | ban sun him Routine 8 | | got fun bat Routine 8 | | bet lit Tom Routine 8 |
| Deleting Sounds | | hum ran ben Routine 9 | | win log hum Routine 9 | |
| Recognizing Rhyming Words | | | | | tab-tug bet-wet tip-slip Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 |
| Sight Words | New Sight Word: up look Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | sub ham let Routine 20 | | him log gum Routine 20 | |
| Segmenting to Spelling | gas den tip Routine 21 | | hog nut cab Routine 21 | | |
| Phonics Skill | A letter has a name and each letter makes a sound. . When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Review all letters and sounds Routine 22 | Review all letters and sounds Routine 26 | Review all letters and sounds Routine 22 | Review all letters and sounds Routine 26 | Review all letters and sounds Routine 22 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. bed 2. tip 3. mop 4. pup 5. lad 6. The cat had to look up. Routine 32 – Takes place on Friday | | | | |

Little Rat and Little Cat

A little rat ran.

A little cat ran.

A rat and a cat ran.

A rat and a cat ran a lot.

Run cat, run.

Run rat, run.

The little rat and the little cat
go in a hut.

Circle the vowel, say the short
vowel sound, and read the word.

| | | | |
|-----|-----|-----|-----|
| gum | top | hip | let |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| pot | cat | cot | tin |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| wet | lip | pat | pun |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| dud | pen | pin | pal |
|-----|-----|-----|-----|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 12
Phonemic Awareness – All Short Vowels
Phonics – Review All Letters/Sounds

| Phonemic Awareness | | | | | |
|---|--|--|--|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Adding Sounds | bad leg hit Routine 8 | | top cub fat Routine 8 | | ben run cob Routine 8 |
| Deleting Sounds | | lip hot fun Routine 9 | | zip pot bun Routine 9 | |
| Recognizing Rhyming Words | | | | | wag-tug ten-hen him-slim Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 | All rows in order Routines 11 and 12 |
| Sight Words | New Sight Word: is go Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | mad get win Routine 20 | | beg lip jug Routine 20 | |
| Segmenting to Spelling | tub ram den Routine 21 | | hid cod bug Routine 21 | | hop bus zap Routine 21 |
| Phonics Skill | A letter has a name and each letter makes a sound. When reading, remember to look at the letter and tell yourself the sound that letter makes. When writing, remember to say the sound in the word and tell yourself what letter makes that sound and write that letter. | | | | |
| | Review all letters and sounds Routine 26 | Review all letters and sounds Routine 22 | Review all letters and sounds Routine 26 | Review all letters and sounds Routine 22 | Review all letters and sounds Routine 26 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. hop 2. bus 3. zap 4. tip 5. set 6. A fox sat in a den. Routine 32 – Takes place on Friday | | | | |

The Bug Den

A big bug hid in a den.

The den got hot.

The bug had a hot leg.

The bug said, "The den is hot!"

The bug ran.

"My leg is not hot," the bug said.

Circle the vowel, say the short vowel sound, and read the word.

| | | | |
|-----|-----|-----|-----|
| bug | kid | led | sad |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| sap | lad | rug | lid |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| top | win | not | net |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| gal | nod | pod | wit |
|-----|-----|-----|-----|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 13

Phonemic Awareness – Short Vowels

Phonics – Short a Word Families

| Phonemic Awareness | | | | | |
|--|--|--|---|--|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | mat pet tip Routine 5 | | ham top hen Routine 5 | |
| Segmenting Sounds | hop luck mat Routine 6 | | ten win mop Routine 6 | | |
| Recognizing Rhyming Words | | | | | fun-run leg-log fin-tin Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: we little Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | mat, pet, tip Routine 20 | | wet, sit, dot Routine 20 | |
| Segmenting to Spelling | fan, get, dip Routine 21 | | fox, tug, ran Routine 21 | | |
| Phonics Skill: Word Families | <p>Word families are words that end with the same letters and rhyme.</p> <p>When reading, knowing word families may help you recognize unknown words. For example, if you know c-a-t is read “cat,” then you can also read other words that end in the letters a-t and rhyme with “cat,” such as “hat, mat, rat, splat.”</p> <p>When spelling, knowing word families may help you write words. For example, if you know the word “pen” is spelled p-e-n, then you can also spell other words which end in the letters e-n and rhyme with “pen,” such as “men, ten, den.”</p> | | | | |
| | Introduce Word Family __at bat, cat, fat, flat, hat, mat, pat, rat, sat Routine 16 | Introduce Word Family _an can, fan, man, pan, plan, ran, tan, van Routine 16 | Introduce Word Family _ad bad, dad, fad, had, mad, pad, rad, sad Routine 16 | Introduce Word Family _ap cap, clap, gap, lap, map, nap, rap, sap Routine 16 | Introduce Word Family _ag bag, flag, gag, rag, sag, tag, wag Routine 16 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. hip 2. cog 3. sip 4. let 5. mug 6. The little cup is hot. Routine 32 – Takes place on Friday | | | | |

The Big Hat

“Look,” I said.

“It is a big hat,” you said.

The big hat is red.

Gum got on the big hat.

“Can you get the gum?” I said.

“Look up,” you said.

“Yes,” you said. “I can get the
gum.”

Circle the vowel, say the short vowel sound, and read the word.

| | | | |
|-----|-----|-----|-----|
| hum | hen | rip | lit |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| mug | nip | pep | nap |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| wed | set | tan | sun |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| tad | pin | run | rat |
|-----|-----|-----|-----|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 14

Phonemic Awareness – Short Vowels

Phonics – Short a/o Word Families

| Phonemic Awareness | | | | | |
|--|--|---|--|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | rat pet six Routine 5 | | cop hum jam Routine 5 | |
| Segmenting Sounds | met win rod Routine 6 | | sit dot rug Routine 6 | | |
| Recognizing Rhyming Words | | | | | sip -sad nut- cut beg-big Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: down can Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | sit dot rug Routine 20 | | pet tip hot Routine 20 | |
| Segmenting to Spelling | bop mad pep Routine 21 | | bit log tub Routine 21 | | |
| Phonics Skill: Word Families | <p>Word families are words that end with the same letters and rhyme.</p> <p>When reading, knowing word families may help you recognize unknown words. For example, if you know c-a-t is read “cat,” then you can also read other words that end in the letters a-t and rhyme with “cat,” such as “hat, mat, rat, splat.”</p> <p>When spelling, knowing word families may help you write words. For example, if you know the word “pen” is spelled p-e-n, then you can also spell other words which end in the letters e-n and rhyme with “pen,” such as “men, ten, den.”</p> | | | | |
| | Introduce Word Family _ab cab, gab, jab, lab, nab, tab Routine 16 | Introduce Word Family _op bop, cop, hop, lop, mop, pop, stop, top Routine 16 | Introduce Word Family _ot cot, dot, got, hot, jot, lot, not, pot Routine 16 | Introduce Word Family _og bog, cog, dog, fog, frog, hog, jog, log Routine 16 | Introduce Word Family _ob bob, cob, lob, mob, sob Routine 16 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. hut 2. cap 3. nip 4. get 5. mop 6. The mop can get wet. Routine 32 – Takes place on Friday | | | | |

Ox Ran

Ox ran and ran.

Jin ran at him,

but Ox ran on.

Kim had him,

but Ox ran on.

Min fed Ox and led him.

Min sat down on him.

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Circle the vowel, say the short vowel sound, and read the word.

| | | | |
|-----|-----|-----|-----|
| run | den | lip | pop |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| lap | sip | cop | nut |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| led | cat | dog | tin |
|-----|-----|-----|-----|

| | | | |
|-----|-----|-----|-----|
| bud | hen | sun | Dan |
|-----|-----|-----|-----|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 15

Phonemic Awareness – Initial Blends, Short Vowels

Phonics – Short e Word Families

| Phonemic Awareness | | | | | |
|--|--|---|--|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | rap stem flip Routine 5 | | crop hug sled Routine 5 | |
| Segmenting Sounds | brag fret skin Routine 6 | | sled slug stop Routine 6 | | |
| Recognizing Rhyming Words | | | | | grab-slab slip-slug snip-trip Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: see my Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | gram stub swim Routine 20 | | sled skip brag Routine 20 | |
| Segmenting to Spelling | blob slip smug Routine 21 | | snap trip fret Routine 21 | | |
| Phonics Skill: Word Families | <p>Word families are words that end with the same letters and rhyme.</p> <p>When reading, knowing word families may help you recognize unknown words. For example, if you know c-a-t is read “cat,” then you can also read other words that end in the letters a-t and rhyme with “cat,” such as “hat, mat, rat, splat.”</p> <p>When spelling, knowing word families may help you write words. For example, if you know the word “pen” is spelled p-e-n, then you can also spell other words which end in the letters e-n and rhyme with “pen,” such as “men, ten, den.”</p> | | | | |
| | Introduce Word Family _et bet, get, jet, let, met, net, pet, wet, yet Routine 16 | Introduce Word Family _eg beg, leg, peg Routine 16 | Introduce Word Family _en den, hen, men, pen, ten, zen Routine 16 | Introduce Word Family _ed bed, fed, led, red, wed Routine 16 | Review Word Families Routine 23 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. snag 2. stun 3. tram 4. flit 5. prom Routine 32 – Takes place on Friday | | | | |

Kit Runs and Skips

Kit can run.

Kit can skip.

See Kit skip.

Kit can flip and flop.

See Kit flip and flop.

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Circle the blend, say the sound of the blend, and read the word.

| | | | |
|------|------|------|------|
| slop | snip | clap | scum |
|------|------|------|------|

| | | | |
|------|------|------|------|
| sled | flip | flop | clam |
|------|------|------|------|

| | | | |
|------|------|------|------|
| clip | fret | grab | club |
|------|------|------|------|

| | | | |
|------|------|------|------|
| brim | trim | skip | glum |
|------|------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 16

Phonemic Awareness – Initial Blends, Long and Short Vowels

Phonics – Short u/i Word Families

| Phonemic Awareness | | | | | |
|---|--|---|--|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | rain freeze mice Routine 5 | | pete spice snow Routine 5 | |
| Segmenting Sounds | lime cone spun Routine 6 | | flap bread slime Routine 6 | | |
| Recognizing Rhyming Words | | | | | stone-step flake-bake creep-steep Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: me come Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | spot rub snap Routine 20 | | sped spit flop Routine 20 | |
| Segmenting to Spelling | trap red pin Routine 21 | | drip stop cub Routine 21 | | |
| Phonics Skill: Word Families | <p>Word families are words that end with the same letters and rhyme.</p> <p>When reading, knowing word families may help you recognize unknown words. For example, if you know c-a-t is read “cat,” then you can also read other words that end in the letters a-t and rhyme with “cat,” such as “hat, mat, rat, splat.”</p> <p>When spelling, knowing word families may help you write words. For example, if you know the word “pen” is spelled p-e-n, then you can also spell other words which end in the letters e-n and rhyme with “pen,” such as “men, ten, den.”</p> | | | | |
| | Introduce Word Family _ug Bug, dug, jug, lug, mug, pug, rug Routine 16 | Introduce Word _ut but, cut, gut, hut, nut, rut, shut Routine 16 | Introduce Word Family _un bun, fun, nun, pun, run, sun Routine 16 | Introduce Word Family _it bit, fit, hit, kit, lit, pit, quit, sit Routine 16 | Introduce Word Family __in bin, din, fin, pin, shin, tin, win Routine 23 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. drop 2. step 3. spun 4. grim 5. grip 6. Come with me and grab a spot. Routine 32 – Takes place on Friday | | | | |

Kit and Stan

Kit ran and hid.

Stan sped and got Kit.

Stan ran and hid.

Kit ran and got Stan.

“Come grab me,” Kit said.

Kit ran.

Kit and Stan had fun.

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Circle the blend, say the sound of the blend, and read the word.

| | | | |
|------|------|------|------|
| clop | glad | spot | slim |
|------|------|------|------|

| | | | |
|------|------|------|------|
| step | fled | brim | span |
|------|------|------|------|

| | | | |
|------|------|------|------|
| glum | bran | plug | gram |
|------|------|------|------|

| | | | |
|------|------|------|------|
| trap | blot | snag | stem |
|------|------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 17

Phonemic Awareness – Initial Blends, Initial Digraphs, Short Vowels

Phonics – Word Families

| Phonemic Awareness | | | | | |
|--|--|--|---|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | slam shed skid Routine 5 | | chop chum ship Routine 5 | |
| Segmenting Sounds | chap shed whip Routine 6 | | shut chat sled Routine 6 | | |
| Recognizing Rhyming Words | | | | | chum-chop that-flat shop-top Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: where here Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | brag slug cram Routine 20 | | swam sped skip Routine 20 | |
| Segmenting to Spelling | grab flop frog Routine 21 | | stem clam snob Routine 21 | | |
| Phonics Skill: Word Families | <p>Word families are words that end with the same letters and rhyme.</p> <p>When reading, knowing word families may help you recognize unknown words. For example, if you know c-a-t is read “cat,” then you can also read other words that end in the letters a-t and rhyme with “cat,” such as “hat, mat, rat, splat.”</p> <p>When spelling, knowing word families may help you write words. For example, if you know the word “pen” is spelled p-e-n, then you can also spell other words which end in the letters e-n and rhyme with “pen,” such as “men, ten, den.”</p> | | | | |
| | Introduce Word Family _ip dip, hip, lip, nip, rip, sip, tip, yip Routine 16 | Introduce Word Family _ig big, dig, fig, gig, pig, rig, wig, zig Routine 16 | Introduce Word Family _ill bill, chill, fill, gill, hill, ill, mill, pill, sill Routine 16 | Introduce Word Family _ell bell, dell, fell, sell, spell, tell, well, yell Routine 16 | |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. flit 2. snub 3. stop 4. swim 5. scan 6. Where can a frog swim? Routine 32 – Takes place on Friday | | | | |

Tam and the Crab

Tam can swim.

Tam flips in.

Tam can see a crab.

Where did the crab go?

The crab fled and hid.

Look, Tam.

Here is the crab.

Circle the blend, say the sound of
the blend, and read the word.

| | | | |
|------|------|------|------|
| crab | swim | snot | drop |
|------|------|------|------|

| | | | |
|------|------|------|------|
| trot | bled | slam | swim |
|------|------|------|------|

| | | | |
|------|------|------|------|
| glum | brat | glen | trip |
|------|------|------|------|

| | | | |
|------|------|------|------|
| snap | slot | slap | scab |
|------|------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 18

Phonemic Awareness – -Initial and Final Blends, Initial and Final Digraphs, Long and Short Vowels

Phonics – Digraphs

| Phonemic Awareness | | | | | |
|---|---|---|---|---|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | drop vest slain Routine 5 | | rust brag sleet Routine 5 | |
| Segmenting Sounds | scab chest shine Routine 6 | | she line stop Routine 6 | | |
| Recognizing Rhyming Words | | | | | flag-feet nut- cut beg-big Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: like an Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | crab skip stub Routine 20 | | plug drop fled Routine 20 | |
| Segmenting to Spelling | twist stub plop Routine 21 | | snap brag twin Routine 21 | | |
| Phonics Skill: Digraphs | A digraph is two letters that make one sound. The sounds of the individual letters are not heard, just the new sound. When reading, remember ch says /ch/, sh says /sh/, th says /th/ and wh says /wh/. When writing, if you hear sound /ch/, write the letters ch. If you hear the sound /sh/, write the letters /sh/. If you hear the sound /wh/, write the letters wh. If you hear the sound /th/, write the letters th. | | | | |
| | Introduce sh Routine 17 | Introduce ch Routine 17 | Introduce wh Routine 17 | Introduce th Routine 17 | Review Digraphs Routine 24 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. cap 2. slip 3. rot 4. slam 5. grin 6. I like to brag and grin. Routine 32 – Takes place on Friday | | | | |

Twins on a Ship

Kat has a twin.

The twin is Lin.

Kat and Lin go on a ship.

The ship is big.

Kat is little and Lin is little.

On the ship, Kat and Lin get sad.

The ship is too big!

Circle the digraph, say the sound of the digraph, and read the word.

| | | | |
|------|------|------|------|
| ship | shed | shut | shop |
|------|------|------|------|

| | | | |
|------|------|------|------|
| chip | chum | chap | chop |
|------|------|------|------|

| | | | |
|------|------|------|------|
| wham | whip | whop | when |
|------|------|------|------|

| | | | |
|------|------|------|------|
| this | that | thud | then |
|------|------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 19

Phonemic Awareness – Initial and Final Blends, Initial and Final Digraphs, Long and Short Vowels
Phonics – Word Families

| Phonemic Awareness | | | | | |
|---|--|--|---|---|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | fast test wish Routine 5 | | wash desk chest Routine 5 | |
| Segmenting Sounds | flock dusk stain Routine 6 | | flop hush past Routine 6 | | |
| Recognizing Rhyming Words | | | | | whip-ship chip-stick chop-shop Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: do at Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | sit dot rug Routine 20 | | pet tip hot Routine 20 | |
| Segmenting to Spelling | chat ship whip Routine 21 | | thin chum wish Routine 21 | | |
| Phonics Skill: Word Families | A digraph is two letters that make one sound. The sounds of the individual letters are not heard, just the new sound. When reading, remember that “ck” says /k/. When writing, when you hear the sound /k/ at the end of a word, write “ck.” | | | | |
| | Introduce Word Family _ick chick, click, kick, lick, pick, quick, sick, tick, thick, wick Routine 16 | Introduce Word Family _ack Back, black, hack, lack, pack, rack, sack, shack, tack, whack Routine 16 | Introduce Word Family _ock clock, dock, lock, mock, rock, sock, shock Routine 16 | Introduce Word Family _uck buck, cluck, duck, luck, muck, puck, suck, tuck, truck, yuck Routine 16 | Review Word Families Routine 23 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. shut 2. chat 3. wham 4. slip 5. that 6. Do you like to chat? Routine 32 – Takes place on Friday | | | | |

The Little Shack

The little shack is up the hill.

Jack sits in the shack.

Jack can look down the hill.

Jack can sit in the sun.

Jack can chat.

“I like my little shack,” said Jack.

Circle the short vowel, say the sound of the short vowel, and read the word.

| | | | |
|------|-----|------|-------|
| chum | sit | hack | block |
|------|-----|------|-------|

| | | | |
|------|-----|------|-------|
| lack | hen | stop | click |
|------|-----|------|-------|

| | | | |
|-------|------|-------|-------|
| chuck | wick | stick | clock |
|-------|------|-------|-------|

| | | | |
|-----|------|------|------|
| pet | dock | deck | that |
|-----|------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 20

Phonemic Awareness – Initial and Final Blends, Initial and Final Digraphs, Long and Short Vowels
Phonics – Word Families

| Phonemic Awareness | | | | | |
|---|--|--|--|--|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | brush fish damp Routine 5 | | stump calf least Routine 5 | |
| Segmenting Sounds | camp neck pick Routine 6 | | lend bit rock Routine 6 | | |
| Recognizing Rhyming Words | | | | | clip-clap ship-shed whip-flip Routine 3 |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: he she Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | | rest chest clop Routine 20 | | west shed chum Routine 20 | |
| Segmenting to Spelling | drum slap shed Routine 21 | | shop chum cap Routine 21 | | |
| Phonics Skill: Word Families | A digraph is two letters that make one sound. The sounds of the individual letters are not heard, just the new sound. When reading, remember that “sh” says /sh/, “ng” says /ng/ and “nk” says /nk/. When writing, when you hear the /sh/ sound, write “sh”. When you hear the /ng/ sound, write “ng”. When you hear the /nk/ sound, write “nk”. | | | | |
| | Introduce Word Family _ish dish, fish, wish Routine 16 | Introduce Word Family _ash bash, cash, clash, dash, gash, lash, mash, rash, sash, trash Routine 16 | Introduce Word Family _ush gush, hush, lush, mush, rush Routine 16 | Introduce Word Family _ing ding, king, ring, sing, thing, wing, zing Routine 16 | Introduce Word Family _ank bank, sank, tank, thank, yank Routine 16 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. brush 2. mash 3. chick 4. ship 5. drop 6. She can drop the trash in the bin. Routine 32 – Takes place on Friday | | | | |

The Big Crash

Cam is fast. She runs.

Chet is fast, too. He skips.

Chet and Cam do not look.

Wham! It is a big crash.

Down Cam and Chet go.

Circle the short vowel, say the sound of the short vowel, and read the word.

| | | | |
|------|------|------|-------|
| wish | fish | dish | shock |
|------|------|------|-------|

| | | | |
|-------|-----|-------|------|
| crash | ash | stash | bash |
|-------|-----|-------|------|

| | | | |
|------|------|------|-------|
| rush | mush | gush | blush |
|------|------|------|-------|

| | | | |
|------|-------|-------|------|
| sing | sting | bling | wing |
|------|-------|-------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 21

Phonemic Awareness – Initial and Final Blends, Initial and Final Digraphs, Long and Short Vowels
Phonics – Long A (silent e)

| Phonemic Awareness | | | | | |
|---|--|--|--|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Adding Sounds | | grape, stake, train Routine 8 | | | |
| Deleting Sounds | | | | drain, shape, chain Routine 9 | |
| Blending Sounds | | road, gum, last Routine 5 | | fun, sam, meat Routine 5 | |
| Segmenting Sounds | tram, best, shop Routine 6 | | next, crop, bump Routine 6 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: what no Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words liz caz tep Routine 28 | chop shut that Routine 20 | | nest slip rock Routine 20 | |
| Segmenting to Spelling | slam step trip Routine 21 | | crab shed twin Routine 21 | | Nonsense Words hoz lef wid Routine 29 |
| Phonics Skill: Long a | When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name. When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word. | | | | |
| | Introduce Long a (silent e) <i>Jake, ate, grape, take, make, late</i> <i>Jake ate red grapes.</i> Routine 18 | Segmenting Long a <i>Jake, take</i> <i>You made a cake.</i> Routine 27 | Blending Long a <i>ape, dale, cape, Kate, tape, cave</i> <i>Dale can see the ape.</i> Routine 25 | Segmenting Long a <i>plane, save</i> <i>Kate got a rake.</i> Routine 27 | Blending Long a <i>fade, rake, save, cane, fame, plane,</i> <i>Bob had a cane.</i> Routine 25 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. pest 2. most 3. crust 4. rash 5. crush 6. What is that pest? Routine 32 – Takes place on Friday | | | | |

Fred and the Milk

Fred gulps his milk.

Fast Fred gulps and gulps.

He chugs and chugs.

Fred gets milk on the desk.

Fred gets milk on the plate.

Fred gets milk on Kit. Kit gets mad
at Fred. “Stop it, Fred!”

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Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the first vowel and the silent -e. (Teachers, you may choose to have students cross out the silent -e.) Remind yourself of the sound the first vowel makes if there is a silent -e. Now read the word.

| | | | |
|------|------|------|------|
| late | make | mate | fake |
|------|------|------|------|

| | | | |
|------|------|-----|------|
| sale | mane | ate | kale |
|------|------|-----|------|

| | | | |
|------|------|------|-------|
| rate | pale | came | flake |
|------|------|------|-------|

| | | | |
|------|------|------|------|
| take | game | tame | rake |
|------|------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 22

Phonemic Awareness – Initial and Final Blends, Initial and Final Digraphs, Long and Short Vowels
Phonics – Long I (silent e)

| Phonemic Awareness | | | | | |
|---|--|---|--|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Adding Sounds | | shine, slime, chime Routine 8 | | | |
| Deleting Sounds | | | | white, chip, thin Routine 9 | |
| Blending Sounds | | rat, pet, six Routine 5 | | cop, hum, jam Routine 5 | |
| Segmenting Sounds | mist, shop, jump Routine 6 | | thin, lime, box Routine 6 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: of so Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words whem sliz clag Routine 28 | sit dot rug Routine 20 | | pet tip hot Routine 20 | |
| Segmenting to Spelling | stem drip shop Routine 21 | | slug that shed Routine 21 | | Nonsense Words chog fluv shez Routine 29 |
| Phonics Skill: Long i | When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name. When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word. | | | | |
| | Introduce Long i (silent e) <i>spike, five, hike, Mike, bike, ride</i> <i>Mike is five!</i> Routine 18 | Segmenting Long i <i>Mike, ride</i> <i>See Mike ride the bike.</i> Routine 27 | Blending Long i <i>smile, dine, bite, pine, nine, dime</i> <i>She has a dime.</i> Routine 25 | Segmenting Long i <i>hike, time</i> <i>The men like to hike.</i> Routine 27 | Blending Long i <i>side, hive, line, hide, dive, fine</i> <i>He had to hide.</i> Routine 25 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. make 2. shame 3. cat 4. rust 5. chip 6. I got sad, so I came back. Routine 32 – Takes place on Friday | | | | |

Seth and Mom

This is Pat.

Pat is the mom of Seth.

Pat can fix things.

Pat can scrub, plan, and think.

Pat can run fast.

Pat can sing songs.

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Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle the first vowel and the silent -e. (Teachers, you may choose to have students cross out the silent -e.) Remind yourself of the sound the first vowel makes if there is a silent -e. Now read the word.

| | | | |
|-------|------|------|-------|
| slime | same | site | white |
|-------|------|------|-------|

| | | | |
|------|-------|------|------|
| pile | snake | tire | take |
|------|-------|------|------|

| | | | |
|------|------|------|------|
| file | five | care | tile |
|------|------|------|------|

| | | | |
|------|-------|------|------|
| rate | pride | dime | like |
|------|-------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 23

Phonemic Awareness – Initial and Final Blends, Initial and Final Digraphs, Long and Short Vowels
Phonics – Long A and Long I (silent e)

| Phonemic Awareness | | | | | |
|---|--|--|--|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Adding Sounds | | wipe, clone, claim Routine 8 | | | |
| Deleting Sounds | | | | shag, flake, trade Routine 9 | |
| Blending Sounds | | skunk , brad, twig Routine 5 | | toast, gum, clip Routine 5 | |
| Segmenting Sounds | chunk, spin, rest Routine 6 | | sled, maid, skip Routine 6 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: was that Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words stide shab grash Routine 28 | trap shed flip Routine 20 | | drum flag step Routine 20 | |
| Segmenting to Spelling | then chin snob Routine 21 | | chug chat fed Routine 21 | | Nonsense Words whek glush plist Routine 29 |
| Phonics Skill: Long a and long i | When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name. When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word. | | | | |
| | Blending Long a and Long i <i>five, wide, side, made, make, wave</i> <i>The ship is wide.</i> Routine 25 | Segmenting Long a and Long i <i>wave, Mike</i> <i>I did not wave at Mike.</i> Routine 27 | Blending Long a and Long i <i>dine, kite, Mike, Jake, made, cake, Mike made a cake for Jake.</i> Routine 25 | Segmenting Long a and Long i <i>late, line</i> <i>I was late to the line.</i> Routine 27 | Segmenting Long a and Long i <i>flake, slime</i> <i>The white cape was not big.</i> Routine 27 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. line 2. skunk 3. fling 4. shine 5. pane 6. I lost my hat, so I went home. Routine 32 – Takes place on Friday | | | | |

The Fake Skunk

Mike is a black cat.

Mike likes tricks.

Mike makes a white stripe.

Mike looks like a skunk!

Cats and kids do not like skunks.

Skunks stink.

“Ack!” say the cats and the kids.

Mike thinks that was a good trick.

Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|------|-------|------|------|
| chat | slide | silt | pots |
|------|-------|------|------|

| | | | |
|------|------|------|------|
| shim | lute | mush | hive |
|------|------|------|------|

| | | | |
|------|------|------|-------|
| tile | cave | slat | slate |
|------|------|------|-------|

| | | | |
|-------|------|-------|------|
| crate | cram | trike | tide |
|-------|------|-------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 24
Phonemic Awareness – Review
Phonics – Long O (silent e)

| Phonemic Awareness | | | | | |
|---|--|--|---|---|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Adding Sounds | | stone, smoke, blog Routine 8 | | | |
| Deleting Sounds | | | | slop, stop, cone Routine 9 | |
| Blending Sounds | | scalp, fresh, skip Routine 5 | | shop, stuck, snack Routine 5 | |
| Segmenting Sounds | scab, spell, still Routine 6 | | chum, snack, dream Routine 6 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: on are Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words drut flish trush Routine 28 | trot duck chat Routine 20 | | stag stem skill Routine 20 | |
| Segmenting to Spelling | drop twin trap Routine 21 | | shut scat when Routine 21 | | Nonsense Words shug thip brog Routine 29 |
| Phonics Skill: Long o | When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name. When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word. | | | | |
| | Blending Long o <i>pole, rope, hope, home</i> <i>The flag is on a big pole.</i> Routine 25 | Segmenting Long o <i>stone, bone</i> <i>The stone is black.</i> Routine 27 | Blending Long o <i>sole, robe, rode</i> <i>I put on my robe.</i> Routine 25 | Segmenting Long o <i>joke, stole</i> <i>She stole my joke!</i> Routine 27 | Segmenting Long o <i>Bone, joke, home, stove, stone</i> <i>The home is made of stone.</i> Routine 27 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. cone 2. shack 3. rope 4. shush 5. hunt 6. Kat and Lin are at home. Routine 32 – Takes place on Friday | | | | |

The Fish Shop

Sal has a fish shop.

Pat and Seth went in the fish shop.

Sal had fish.

Sal had crabs.

Sal had clams.

Pat and Seth like fish.

“Are the fish fresh?” said Pat.

“Yes,” said Sal.

Pat got fish and clams.

Seth said, “I hope we like the fresh fish.”

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Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|------|-------|------|------|
| pole | plate | slop | pine |
|------|-------|------|------|

| | | | |
|------|------|------|-------|
| late | hole | like | slump |
|------|------|------|-------|

| | | | |
|------|------|------|------|
| lone | chip | pile | tame |
|------|------|------|------|

| | | | |
|------|-----|------|------|
| poke | pop | cape | ripe |
|------|-----|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 25
Phonemic Awareness – Review
Phonics – Long U (silent e)

| Phonemic Awareness | | | | | |
|---|--|--|---|--|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | chop, chum, ship Routine 5 | | slug, glad, shell Routine 5 | |
| Segmenting Sounds | slam, shed, skid Routine 6 | | shed, whip, chop Routine 6 | | |
| Manipulating Sounds in Words | big/rig (b to r) top/mop (t to m) ran/can (r to c) Routine 10 | | rat/fat (r to f) fog/jog (f to j) Pam/jam (P to j) Routine 10 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: as with Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words flug drep skub Routine 28 | blob slug cram Routine 20 | | hum swam sped Routine 20 | |
| Segmenting to Spelling | that shed chip Routine 21 | | them thin frog Routine 21 | | Nonsense Words twiz blot plip Routine 29 |
| Phonics Skill: Long u | When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name. When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word. | | | | |
| | Blending Long u <i>mule, cube, dune, cute</i> <i>Pat sat on the cute mule.</i> Routine 25 | Segmenting Long u <i>Mule, cute</i> <i>Ron can sing a tune.</i> Routine 27 | Blending Long u <i>The cute mule is on the hill.</i> Routine 25 | Segmenting Long u <i>dude</i> <i>The cube is big.</i> Routine 27 | Segmenting Long u <i>The rude cat had prunes.</i> Routine 27 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. tune 2. clap 3. ripe 4. Coke 5. pale 6. The tame cat likes to drink Coke. Routine 32 – Takes place on Friday | | | | |

Hum a Tune

I like to sing.

I sing at home.

I sing at the lake.

I do not sing in the class.

I just hum a little tune.

I like my little tune a lot.

I go back home and I sing.

Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|------|------|------|------|
| tune | take | sing | bank |
|------|------|------|------|

| | | | |
|------|-------|-------|------|
| tone | slide | scale | pops |
|------|-------|-------|------|

| | | | |
|-------|-------|------|------|
| stone | pride | dude | cute |
|-------|-------|------|------|

| | | | |
|-------|------|------|------|
| blink | last | lane | hole |
|-------|------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 26

Phonemic Awareness – Review
Phonics – Long O and Long U (silent e)

| Phonemic Awareness | | | | | |
|---|--|---|---|---|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | cast, sped, skip Routine 5 | | step, grip, snob Routine 5 | |
| Segmenting Sounds | scab, chest, shine Routine 6 | | she, line, stop Routine 6 | | |
| Manipulating Sounds in Words | Tom/top(m to p) beg/bet (g to t) rat/rag (t to g) Routine 10 | | pig/pit (g to t) not/nod (t to d) run/rug (n to g) Routine 10 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: they this Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words clust shist crist Routine 28 | pest whip smog Routine 20 | | stun snap chip Routine 20 | |
| Segmenting to Spelling | grab smell skip Routine 21 | | stun snap chest Routine 21 | | Nonsense Words stiv slig tud Routine 29 |
| Phonics Skill: Long O and U | When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name. When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word. | | | | |
| | Blending Long o and u <i>vote</i> <i>Did you vote for cats as a pet?</i> Routine 25 | Segmenting Long o and u <i>rose, cute</i> <i>Will Rose get a cute cat?</i> Routine 27 | Blending Long o and u <i>pole, rope</i> <i>I see a rope on the pole.</i> Routine 25 | Segmenting Long o and u <i>robe</i> <i>Did you get a new robe?</i> Routine 27 | Segmenting Long o and u <i>cube, robe, dole</i> <i>I can go and get the cube.</i> Routine 27 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. cube 2. clone 3. snip 4. plop 5. slate 6. The cute cat kept a cape. Routine 32 – Takes place on Friday | | | | |

Vote for a Pet

We will get a class pet.

All of the kids get to vote.

We think and then we vote.

Kat votes for a snake.

Stan votes for a cat.

I vote for a dog.

But I like all of the pets.

The snake got a lot of votes!

Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|-----|------|------|-------|
| ink | fell | vote | snake |
|-----|------|------|-------|

| | | | |
|-----|------|-------|-------|
| all | side | whale | flute |
|-----|------|-------|-------|

| | | | |
|------|------|------|------|
| fall | lame | wide | well |
|------|------|------|------|

| | | | |
|------|------|------|------|
| sale | fine | tune | sell |
|------|------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 27
Phonemic Awareness – Review
Phonics – Long E (silent e)

| Phonemic Awareness | | | | | |
|--|--|--|--|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | catch, Eve, wish Routine 5 | | bleed, mist, shone Routine 5 | |
| Segmenting Sounds | bone, dusk, stain Routine 6 | | stone, vest, pine Routine 6 | | |
| Manipulating Sounds in Words | big/bag (i to a) top/tip (o to i) sit/sat (i to a) Routine 10 | | leg/log (e to o) mad/mud (a to u) fun/fin (u to i) Routine 10 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: have not Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words flob gred smed Routine 28 | mast rest tilt Routine 20 | | blob gust mast Routine 20 | |
| Segmenting to Spelling | last wept wish Routine 21 | | self skin slop Routine 21 | | Nonsense Words swed twim blus Routine 29 |
| Phonics Skill: Long e <i>Provide scaffolds and allowances when there are multiple ways to spell a sound.</i> | When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name. When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word. | | | | |
| | Introduce Long e (silent e) <i>Pete, Eve, Steve</i> <i>Pete ate the last grape.</i> Routine 19 | Blending Long Vowels <i>Cute, stone, slide, shake, Steve</i> <i>The lime is not on the plate.</i> Routine 25 | Segmenting Long Vowels <i>Note, cube, Pete, shade, pipe</i> <i>I do not have a black stone. .</i> Routine 27 | Blending Long Vowels <i>Steve, stove, twine, flake</i> <i>Pete made a kite with Eve.</i> Routine 25 | Segmenting Long Vowels <i>she, keep, peep, sweep, week, seek, me</i> <i>They gave Eve this bike.</i> Routine 27 |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. Pete 2. crust 3. cube 4. mile 5. junk 6. They ran for miles and miles. Routine 32 – Takes place on Friday | | | | |

The Whale

Eve is a whale.

Eve likes to swim.

Eve likes to swim with lots of fish.

Eve and the fish dive and spin.

Eve thinks the fish are cute.

The cute fish swim, splash, and flip
with Eve the whale.

Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|-------|------|-------|-------|
| Steve | nope | stump | pride |
|-------|------|-------|-------|

| | | | |
|------|-------|--------|-----|
| time | scone | splash | hat |
|------|-------|--------|-----|

| | | | |
|------|------|------|------|
| mute | cane | skip | must |
|------|------|------|------|

| | | | |
|-------|-------|-------|-------|
| grasp | grape | spine | paste |
|-------|-------|-------|-------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 28
Phonemic Awareness –Review
Phonics – Review

| Phonemic Awareness | | | | | |
|--|--|--|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | please, prize, rod Routine 5 | | lend, bit, rock Routine 5 | |
| Segmenting Sounds | top, hump, half Routine 6 | | lend, bit, rock Routine 6 | | |
| Manipulating Sounds in Words | shop/ship (o to i) glum/glim (u to i) flip/flop (i to o) Routine 10 | | chip/chap (i to a) clap/clip (a to i) snug/snag (u to a) Routine 10 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: or by Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words brot shug stig Routine 28 | brush slap rest Routine 20 | | list chap rash Routine 20 | |
| Segmenting to Spelling | drum slug shed Routine 21 | | trap ten crab Routine 21 | | Nonsense Words dreg shim snut Routine 29 |
| Phonics Skill: Review <i>Provide scaffolds and allowances when there are multiple ways to spell a sound.</i> | Use classroom data to intentionally identify skill to review: <ul style="list-style-type: none"> • Dividing Words into Word Parts (Routine 4) • Adding and/or Deleting Sounds (Routines 8, 9) • Rhyming (Routine 3) • Letters (Routines 7, 10, 11, 21, 22) • Short Vowels (Routines 10, 11, 14) • Long Vowels (Routines 24, 26, 29, 30) • Word Families (Routine 23) • Digraphs (Routine 24) Choose routine to support skill being reviewed. | | | | |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. clasp 2. stub 3. dune 4. primp 5. tame 6. The cats lick and primp to look cute. Routine 32 – Takes place on Friday | | | | |

The Paste

Steve had paste.

He got paste on the dog and the cat.

He got paste on a cup, a plate, and the rug.

It got stuck!

“I do not like the dog and the cat, the cup, the plate, and the rug stuck,” said Steve.

Steve got rid of the paste!

Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|-------|-------|-------|-------|
| plate | prime | grump | grobe |
|-------|-------|-------|-------|

| | | | |
|-----|-------|-----|-------|
| pun | prune | ate | blend |
|-----|-------|-----|-------|

| | | | |
|-------|-------|------|-------|
| grime | blank | same | clamp |
|-------|-------|------|-------|

| | | | |
|-------|-------|-------|-------|
| prick | blink | broke | stale |
|-------|-------|-------|-------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 29
Phonemic Awareness – Review
Phonics – Review

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | please, prize, rod Routine 5 | | stump, calf, least Routine 5 | |
| Segmenting Sounds | bond, ant, rent Routine 6 | | match, dish, sock Routine 6 | | |
| Manipulating Sounds in Words | dim/dip (m to p) shed/shell(d to ll) lip/slip (l to sl) Routine 10 | | nest/vest (n to vf) flop/flip (o to i) stop/step(o to e) Routine 10 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | New Sight Words: find Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words shup plip pred Routine 28 | rest list clap Routine 20 | | glen slot club Routine 20 | |
| Segmenting to Spelling | trip clap drum Routine 21 | | crab shed twin Routine 21 | | Nonsense Words chig tref shuv Routine 29 |
| Phonics Skill: Review <i>Provide scaffolds and allowances when there are multiple ways to spell a sound.</i> | Use classroom data to intentionally identify skill to review: <ul style="list-style-type: none"> • Dividing Words into Word Parts (Routine 4) • Adding and/or Deleting Sounds (Routines 8, 9) • Rhyming (Routine 3) • Letters (Routines 7, 10, 11, 21, 22) • Short Vowels (Routines 10, 11, 14) • Long Vowels (Routines 24, 26, 29, 30) • Word Families (Routine 23) • Digraphs (Routine 24) Choose routine to support skill being reviewed. | | | | |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. slip 2. plunk 3. wall 4. plane 5. case 6. I trip and then I blame the dog. Routine 32 – Takes place on Friday | | | | |

In the Crate

A crate is a box.

What is in this crate?

Can we look?

No?

I will hide. Then I will look in the
crate.

I sit down and hide.

Then I look in the crate!

What do you think is in it?

Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|------|------|-------|-------|
| ripe | plan | crate | slink |
|------|------|-------|-------|

| | | | |
|-----|------|-------|------|
| rub | tube | crime | brat |
|-----|------|-------|------|

| | | | |
|-------|-----|-------|------|
| crime | rip | snipe | lake |
|-------|-----|-------|------|

| | | | |
|------|-------|-----|------|
| lump | blimp | gum | tote |
|------|-------|-----|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 30
Phonemic Awareness – Review
Phonics – Review

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | slip, drop, must Routine 5 | | pond, club, ram Routine 5 | |
| Segmenting Sounds | mate, shed, time Routine 6 | | milk, lost, jump Routine 6 | | |
| Manipulating Sounds in Words | shell/bell (sh to b) rain/stain (r to st) play/tray (pl to tr) Routine 10 | | clap/map (cl to m) dust/rust (d to r) slip/clip (sl to cl) Routine 10 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routine 10 | Routine 10 | Routine 10 | Routine 10 | Routine 10 |
| Sight Words | New Sight Words: were but Routine 13 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words driz flus prub Routine 28 | whip cob mug Routine 20 | | trap stem slip Routine 20 | |
| Segmenting to Spelling | stem drip shop Routine 21 | | slug that shed Routine 21 | | Nonsense Words lum div thom Routine 29 |
| Phonics Skill: Review <i>Provide scaffolds and allowances when there are multiple ways to spell a sound.</i> | Use classroom data to intentionally identify skill to review: <ul style="list-style-type: none"> Dividing Words into Word Parts (Routine 4) Adding and/or Deleting Sounds (Routines 8, 9) Rhyming (Routine 3) Letters (Routines 7, 10, 11, 21, 22) Short Vowels (Routines 10, 11, 14) Long Vowels (Routines 24, 26, 29, 30) Word Families (Routine 23) Digraphs (Routine 24) Choose routine to support skill being reviewed. | | | | |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. spine 2. plume 3. mane 4. grand 5. skim 6. We skip and then we go down the lane. Routine 32 – Takes place on Friday | | | | |

The Tame Snake

I have a pet.

The pet is a snake.

My snake is tame.

My tame snake can do tricks.

She can jump and flip.

She can slide and slip.

My tame snake is so fun!

Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|-------|------|------|------|
| slide | trim | tame | spit |
|-------|------|------|------|

| | | | |
|-------|------|------|------|
| flute | came | come | this |
|-------|------|------|------|

| | | | |
|------|-------|------|------|
| look | prize | step | home |
|------|-------|------|------|

| | | | |
|------|------|------|------|
| rake | whip | rope | drum |
|------|------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 31
Phonemic Awareness –Review
Phonics – Review

| Phonemic Awareness | | | | | |
|--|--|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | peak, late, ran Routine 5 | | toast, gum, clip Routine 5 | |
| Segmenting Sounds | chunk, spin, trap Routine 6 | | sled, made, skip Routine 6 | | |
| Manipulating Sounds in Words | dish/wish (d to w) set/sit (e to i) tip/tap (i to a) Routine 10 | | him/ham (i to a) dig/dug (i to u) mud/mad (u to a) Routine 10 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 | Sight word review Routine 14 |
| Blending Sounds to Decoding | Nonsense Words frape sleme snetch Routine 28 | trap shed flip Routine 20 | | shop stub crab Routine 20 | |
| Segmenting to Spelling | club chat fed Routine 21 | | brag beg ship Routine 21 | | Nonsense Words pute shile blone Routine 29 |
| Phonics Skill: Review <i>Provide scaffolds and allowances when there are multiple ways to spell a sound.</i> | Use classroom data to intentionally identify skill to review: <ul style="list-style-type: none"> • Dividing Words into Word Parts (Routine 4) • Adding and/or Deleting Sounds (Routines 8, 9) • Rhyming (Routine 3) • Letters (Routines 7, 10, 11, 21, 22) • Short Vowels (Routines 10, 11, 14) • Long Vowels (Routines 24, 26, 29, 30) • Word Families (Routine 23) • Digraphs (Routine 24) Choose routine to support skill being reviewed. | | | | |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. plum 2. cop 3. mope 4. cram 5. snap 6. The whale and the fish chase the fast duck. Routine 32 – Takes place on Friday | | | | |

I Crush Cans

The cans fill the bin.

I can fix that!

I take a can in my hand.

I set the can on a rug.

I step on the can.

I crush it so it is small.

Then I set the small can in the bin.

Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|------|------|-------|---------|
| scan | dome | slime | scrunch |
|------|------|-------|---------|

| | | | |
|-------|------|-------|-------|
| plume | tale | spite | plant |
|-------|------|-------|-------|

| | | | |
|-------|-------|-------|------|
| cramp | slope | prank | dump |
|-------|-------|-------|------|

| | | | |
|------|------|------|------|
| pole | home | tone | drip |
|------|------|------|------|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 32
Phonemic Awareness – Review
Phonics – Review

| Phonemic Awareness | | | | | |
|--|--|---|---|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | shop, stuck, snack Routine 5 | | shed, whip, chop Routine 5 | slot, scat, mesh Routine 5 |
| Segmenting Sounds | scab, spell, still Routine 6 | | smock, dump, blast Routine 6 | | |
| Manipulating Sounds in Words | flop/flap (o to a) sit/sat (i to a) list/lust (i to u) Routine 10 | | best/bust (e to u) him/hill (m to ll) fish/wrist (f to wr) Routine 10 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | Sight word review: Routine 14 | Sight word review: Routine 14 | Sight word review: Routine 14 | Sight word review: Routine 14 | Sight word review: Routine 14 |
| Blending Sounds to Decoding | Nonsense Words moge frete hibe Routine 28 | stale froze ripe Routine 20 | | while chime shape Routine 20 | |
| Segmenting to Spelling | flag get twig Routine 21 | | fled drip snob Routine 21 | | Nonsense Words las shap chig Routine 29 |
| Phonics Skill: Review <i>Provide scaffolds and allowances when there are multiple ways to spell a sound.</i> | Use classroom data to intentionally identify skill to review: <ul style="list-style-type: none"> Dividing Words into Word Parts (Routine 4) Adding and/or Deleting Sounds (Routines 8, 9) Rhyming (Routine 3) Letters (Routines 7, 10, 11, 21, 22) Short Vowels (Routines 10, 11, 14) Long Vowels (Routines 24, 26, 29, 30) Word Families (Routine 23) Digraphs (Routine 24) Choose routine to support skill being reviewed. | | | | |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. spun 2. stank 3. late 4. spare 5. bone 6. The grump slumps to sit on his bench. Routine 32 – Takes place on Friday | | | | |

The Grump

Jack is a grump.

He can not smile.

He is sad a lot.

He sits on a bench.

Then, Jill sits next to him.

“Are you sad?” Jill asks.

“Yes.”

“Then I will give you a hug.”

Jack likes the hug.

Jack is not a grump!

Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|-------|------|-------|-------|
| clips | code | crisp | stunk |
|-------|------|-------|-------|

| | | | |
|------|-----|-----|-------|
| tale | tug | gum | drive |
|------|-----|-----|-------|

| | | | |
|------|------|-----|------|
| vine | damp | and | kite |
|------|------|-----|------|

| | | | |
|------|------|-------|-----|
| lime | tide | brand | top |
|------|------|-------|-----|

Kindergarten Word Study Guide

Phonological Awareness, Phonics, Sight Words, and Fluency

Week 33
Phonemic Awareness – Review
Phonics - Review

| Phonemic Awareness | | | | | |
|--|--|---|---|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Blending Sounds | | shop, stuck, snack Routine 5 | | shed, whip, chop Routine 5 | slots, cat, mesh Routine 5 |
| Segmenting Sounds | scab, spell, still Routine 6 | | smock, dump, blast Routine 6 | | |
| Manipulating Sounds in Words | trash/crash (tr to cr) ship/chip (sh to ch) best/chest (b to ch) Routine 10 | | pool/stool (p to st) bring/sling (br to sl) trap/trip (a to i) Routine 10 | | |
| Phonics | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Recognizing Letter and Sound Routines | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 | Routines 11 and 12 |
| Sight Words | Sight word review: Routine 14 | Sight word review: Routine 14 | Sight word review: Routine 14 | Sight word review: Routine 14 | Sight word review: Routine 14 |
| Blending Sounds to Decoding | Nonsense Words zote dete fife Routine 28 | stale froze ripe Routine 20 | | while chime shape Routine 20 | |
| Segmenting to Spelling | flag get twig Routine 21 | | fled drip snob Routine 21 | | Nonsense Words las shap chig Routine 29 |
| Phonics Skill: Review <i>Provide scaffolds and allowances when there are multiple ways to spell a sound.</i> | Use classroom data to intentionally identify skill to review: <ul style="list-style-type: none"> Dividing Words into Word Parts (Routine 4) Adding and/or Deleting Sounds (Routines 8, 9) Rhyming (Routine 3) Letters (Routines 7, 10, 11, 21, 22) Short Vowels (Routines 10, 11, 14) Long Vowels (Routines 24, 26, 29, 30) Word Families (Routine 23) Digraphs (Routine 24) Choose routine to support skill being reviewed. | | | | |
| Reading Decodable Text | Echo Read Routine 30 | Choral Read Routine 30 | Partner Read Routine 30 | Independent Read Routine 30 | |
| Identifying Patterns and Reading Words | First Line Routine 31 | Second Line Routine 31 | Third Line Routine 31 | Fourth Line Routine 31 | |
| Formative Assessment – this takes place on Friday. | 1. spun 2. glad 3. date 4. nob 5. tad 6. Look down and see all of the fish swim! Routine 32 – Takes place on Friday | | | | |

We Got Lost!

We went to have fun.

We went on the swings.

We slid down the slide.

We had a chase.

We ran and ran.

“We are lost!” I said.

“Oh, no,” said Kit.

“Let us look,” she said.

“I see where we are,” Kit said. “We are not lost.”

Kindergarten Word Study Guide
Phonological Awareness, Phonics, Sight Words, and Fluency

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

| | | | |
|-------|-------|-------|------|
| slide | swing | spill | ball |
|-------|-------|-------|------|

| | | | |
|------|------|------|------|
| well | this | come | pill |
|------|------|------|------|

| | | | |
|-------|------|-------|------|
| stall | drag | sting | fine |
|-------|------|-------|------|

| | | | |
|------|------|------|-----|
| tone | spin | swam | win |
|------|------|------|-----|

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