

# Foundational Skills Scope and Sequence

Kindergarten

|        | Week | Phonological/Phonemic Awareness  | Phonics/Word Study<br>Writing Represents Speech<br>Letter Names & Sounds   |
|--------|------|--|--|
| Unit 1 | 1    | Syllable Blending & Segmentation<br>Rhyme Recognition & Production<br>Sentence-Level Substitution (Word Awareness)   | <p><b>Choose the sequence most appropriate for your class.</b></p> <p><b>Recommended Sequence:</b><br/>                     Starter Consonants: b, t, d, j, k, p, v, z<br/>                     Ender Consonants: f, l, m, n, r, s, x<br/>                     Two-Sound Consonants: c, g<br/>                     Vowels: i, a, e, o, u<br/>                     Remaining Consonants: h, q, w, y</p> <p><b>Continuous vs. Stop Sequence:</b><br/>                     Continuous Consonants: c,* f, l, m, n, r, s, v, w, z<br/>                     Stop Consonants: b, c,* d, g, h, j, k, p, t<br/>                     Vowels: i, a, e, o, u<br/>                     Vowel sounds are continuous.<br/> <i>*"C" is continuous when it sounds /s/ and stop when it sounds /k/.</i></p> <p><b>Sequence to Leverage the Spanish Language:</b><br/>                     Begin with the consonants that have a similar sound in both languages: b, d, f, m, n, p, s, t, k, x, y</p> |
|        | 2    | Rhyme Recognition & Production<br>Phoneme Recognition and Production   |  |
|        | 3    | Rhyme Recognition & Production<br>Sentence-Level Substitution (Word Awareness)<br>Phoneme Recognition and Production |  |
|        | 4    | Rhyme Recognition & Production<br>Phoneme Recognition and Production   |  |
|        | 5    | Rhyme Recognition & Production<br>Phoneme Recognition and Production   |  |
|        | 6    | Rhyme Recognition & Production<br>Phoneme Recognition and Production   |  |

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|        | Topic | Phonological/Phonemic Awareness                           | Phonics/Word Study   |
|--------|-------|---|--|
|        |       |   | Use known grapheme-phoneme correspondences to start to read, encode/spell, and analyze high-frequency words. |
| Unit 2 | 1.1   | Alliteration<br>Phoneme Isolation<br>Phoneme Segmentation | Review: “l” and “v”: <i>love, l, a</i>   |
|        | 1.2   |   | Review: “a,” “t,” “m”: <i>at, am</i>   |
|        | 1.3   |   | Review: “i” and “n”: <i>in, it, is</i>   |
|        | 1.4   |   | Review: “u,” “p,” “o”: <i>up, on</i>   |
|        | 1.5   |   | Review: “j” and “c”: <i>an, can, can’t</i>   |
|        | 2.1   | Alliteration<br>Phoneme Isolation<br>Phoneme Segmentation | Review: “b” and “g”: <i>the, big</i>   |
|        | 2.2   |   | Review: “h” and “d”: <i>had, has</i>   |
|        | 2.3   |   | Review: “e” and “y”: <i>get, yes</i>   |
|        | 2.4   |   | Review: “s” and “k”: <i>lots, and, look</i>  |
|        | 3.1   | Alliteration<br>Phoneme Isolation<br>Phoneme Segmentation | “th”*: <i>this, that</i>   |
|        | 3.2   |   | Review: “w”: <i>with, will</i>   |
|        | 3.3   |   | Cumulative review of letters and sounds: <i>live, have</i>   |
|        | 3.4   |   | Review: “f” and “r”: <i>for, are</i>   |
|        | 4.1   | Alliteration<br>Phoneme Isolation<br>Phoneme Segmentation | Long “o”: <i>no, go</i>  |
|        | 4.2   |   | Long “e”: <i>be, we</i>  |
|        | 4.3   |   | Long “e”: <i>he, me</i>  |
|        | 4.4   |   | “sh”*: <i>she, all, was</i>  |
|        | 5.1   | Alliteration<br>Phoneme Isolation<br>Phoneme Segmentation | Cumulative review of letters and sounds: <i>my, why</i>  |
|        | 5.2   |   | Cumulative review of letters and sounds: <i>to, do</i>   |
|        | 5.3   |   | Cumulative review of letters and sounds: <i>who, you</i>   |
|        | 6.1   | Alliteration<br>Phoneme Isolation<br>Phoneme Segmentation | Review: “z”<br><i>see</i>  |
|        | 6.2   |   | Review: “q”<br><i>like</i>   |
|        | 6.3   |   | Review: “x”<br><i>of</i>   |
|        | 6.4   |   | Cumulative review of high-frequency words, letters, and sounds.  |
|        | 6.5   |   |  |

\*The digraphs “th” and “sh” are briefly introduced in this Unit and further studied in Unit 3.

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|        | Topic                               | Phonological/Phonemic Awareness  | Phonics/Word Study<br>Use known grapheme-phoneme correspondences to continue to read, encode/spell, and analyze high-frequency words. |
|--------|-------------------------------------|--|---|
| Unit 3 | 1.1                                 | Syllables  | Review: “i,” “f,” “h,” “m”: <i>if, him</i>  |
|        | 1.2                                 | Phoneme Isolation<br>Phoneme Segmentation<br>Phoneme Blending              | Review: “u,” “n,” “b,” “t”: <i>fun, but</i>   |
|        | 2.1                                 | Syllables<br>Phoneme Isolation<br>Phoneme Segmentation<br>Phoneme Blending | /z/ spelled “s”: <i>as, his</i>   |
|        | 2.2                                 |  | /th/: <i>them, then, these</i>  |
|        | 2.3                                 |  | /th/: <i>there, they</i>  |
|        | 2.4                                 |  | /th/: <i>with</i>   |
|        | 2.5                                 |  | Cumulative review   |
|        | 3.1                                 | Syllables<br>Phoneme Isolation<br>Phoneme Segmentation<br>Phoneme Blending | /sh/: <i>she</i>  |
|        | 3.2                                 |  | /ch/  |
|        | 3.3                                 |  | /wh/: <i>when</i>   |
|        | 3.4                                 |  | /wh/: <i>what, where</i>  |
|        | 3.5                                 |  | Cumulative review   |
|        | 4.1                                 | Syllables<br>Phoneme Isolation<br>Phoneme Segmentation<br>Phoneme Blending | “L” blends: <i>play</i>   |
|        | 4.2                                 |  | “R” blends: <i>from</i>   |
|        | 4.3                                 |  | Final blends: <i>jump, went</i>   |
|        | 4.4                                 |  | “S” blends: <i>stop</i>   |
|        | 4.5                                 |  | Cumulative review   |
|        | 5.1                                 | Syllables<br>Phoneme Isolation<br>Phoneme Segmentation<br>Phoneme Blending | Long “i”: <i>like</i>   |
|        | 5.2                                 |  | Long “o”: <i>home</i>   |
|        | 5.3                                 |  | Long “a”: <i>make, take, came</i>   |
|        | 5.4                                 |  | Long “a”: <i>day</i>  |
|        | 5.5                                 |  | Long “e”: <i>eat, see</i>   |
|        | 6.1                                 | Syllables<br>Phoneme Isolation<br>Phoneme Segmentation<br>Phoneme Blending | /ow/: <i>down, how, now</i>   |
|        | 6.2                                 |  | /ow/: <i>out</i>  |
|        | 6.3                                 |  | /aw/: <i>saw</i>  |
| 6.4    | R-controlled vowels: <i>or, her</i> |  |   |
| 6.5    | Cumulative review                   |  |   |

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|        | Topic                                    | Phonological/Phonemic Awareness  | Phonics/Word Study   |                               |
|--------|--|--|--|-------------------------------|
|        |  |  | Use grapheme-phoneme and onset-rime analysis to decode and encode/spell additional one-syllable words. |                               |
| Unit 4 | 1.1                                      | Onset/Rime   | Short Vowels   | -at                           |
|        | 1.2                                      | Phoneme Segmentation<br>Phoneme Blending                                       |  | -up                           |
|        | 1.3                                      | Phoneme Manipulation   |  | -it, -in                      |
|        | 2.1                                      | Onset/Rime<br>Phoneme Segmentation<br>Phoneme Blending<br>Phoneme Manipulation |  | -am                           |
|        | 2.2                                      |  |  | -an, -and                     |
|        | 2.3                                      |  | Other Vowels   | -eat                          |
|        | 2.4                                      |  |  | -all                          |
|        | 2.5                                      |  |  | -out                          |
|        | 3.1                                      | Onset/Rime<br>Phoneme Segmentation<br>Phoneme Blending<br>Phoneme Manipulation | Short Vowels   | -et, -en                      |
|        | 3.2                                      |  |  | -ot, -op                      |
|        | 3.3                                      |  |  | -ump                          |
|        | 3.4                                      |  |  | -ill, -ack                    |
|        | 4.1                                      | Onset/Rime<br>Phoneme Segmentation<br>Phoneme Blending<br>Phoneme Manipulation | Long Vowels  | -ike                          |
|        | 4.2                                      |  |  | -ine                          |
|        | 4.3                                      |  |  | -ake                          |
|        | 4.4                                      |  |  | -ame                          |
|        | 4.5                                      |  |  | Cumulative review             |
|        | 5.1                                      | Onset/Rime   |  | Vowel team “ee” and final “e” |
| 5.2    | Phoneme Segmentation<br>Phoneme Blending | Cumulative review  |  |                               |
| 5.3    | Phoneme Manipulation                     | Cumulative review  |  |                               |