Kindergarten Scope and Sequence

	Strand	Skill	Routine	Objective	Lessons 1–5	Lessons 6–10	Lessons 11–15	Lessons 16–20	Lessons 21–25	Lessons 26–30	Lessons 31–35	Lessons 36–40
1	Phonological Awareness	Sentence Segmentation	CLAP THE WORDS	Clap once for each word in a sentence comprised of 4–7 single-syllable words								
2	Phonological Awareness	Word Segmentation	CLAP THE PARTS	Say multisyllabic words, clapping once for each syllable								
3	Phonological Awareness	Rhyming	PICTURE RHYME MATCH	Identify 2 words that rhyme from a set of 3 words								
4	Phonemic Awareness	Initial Sound Isolation	WHAT'S THE FIRST SOUND?									
5	Phonemic Awareness	Blending Onset-Rime	WHAT WORD? (A) (onset-rime)	Orally blend onset and rime into a word (e.g. Teacher: /s➡/ /at/; Students: *sat*)								
6a	Phonemic Awareness	Blending Phonemes	WHAT WORD? (B)	Orally blend 2–4 phonemes (no beginning blends) into a word (e.g. Teacher: /s➡/a➡/t/; Student: *sat*)								
6b	Phonemic Awareness	Blending Phonemes	WHAT WORD?	Orally blend 2–4 phonemes into a word (e.g. Teacher: /f➡/r➡/o➡/g/; Student: *frog*)								
6c	Phonemic Awareness	Blending Phonemes	WHAT WORD?	Orally blend 3–5 phonemes into a word (e.g. Teacher: /s➡/t/a➡/m➡/p/; Student: *stamp*)								
7a	Phonemic Awareness	Segmenting Words into Phonemes	SAY IT SLOWLY	Orally segment words with 2–4 phonemes (no initial blends) into individual phonemes (e.g. Teacher: *sat*; Student: /s➡/a➡/t/)								
7b	Phonemic Awareness	Segmenting Words into Phonemes	SAY IT SLOWLY	Orally segment words with 2–4 phonemes into individual phonemes (e.g. Teacher: *frog*; Student: /f➡/r➡/o➡/g/)								
7c	Phonemic Awareness	Segmenting Words into Phonemes	SAY IT SLOWLY	Orally segment words with 3–5 phonemes into individual phonemes (e.g. Teacher: *stamp*; Student: /s➡/t/a➡/m➡/p/)								
8	Letter Recognition	Letter Naming	NEW LETTER NAME	Say the name of the uppercase and lowercase featured letter	a, t, m	s, f, p	i, n, d	o, l, r	h, e, b	u, c, g		
9	Letter Recognition	Letter Naming Cumulative Review	SAY THE NAMES	Fluently say the names of printed letters in random order								
10	Letter Recognition	Serial Alphabet Naming	ALPHABET SONG GAME	Serially name the alphabet, pointing to each letter as it is named							optional	optional
11	Phonics	Introducing New Sound	NEW SOUND	Say the most common sound for featured letters or letter patterns							t	m, s
12	Phonics	Introducing New Vowel Sound	NEW VOWEL SOUND	Say the short vowel sound for the letters *a, e, i, o,* and *u*							a	
13	Phonics	Letter-Sound Cumulative Review	SAY THE SOUNDS	Fluently say the sounds for taught letters and letter patterns								
14a	Phonics	Invented Spelling	LABEL THE PICTURE	Write one or more letters that correctly correspond to one or more phonemes in a given word								
14b	Phonics	Invented Spelling	LABEL THE PICTURE	Write words with 3–4 phonemes, representing each phoneme with a letter (or letters), applying taught letter-sounds								
14c	Phonics	Invented Spelling	LABEL THE PICTURE	Write words with 3–5 phonemes, representing each phoneme with a letter (or letters), applying taught letter-sounds								

	Introduce
	Practice
	Mastery Check (Checked for this routine)
	Mastery Check (Checked in various routines)

Heavy vertical lines indicate progress monitoring.

Lessons 41–45	Lessons 46–50	Lessons 51–55	Lessons 56–60	Lessons 61–65	Lessons 66–70	Lessons 71–75	Lessons 76–80	Lessons 81–85	Lessons 86–90	Lessons 91–95	Lessons 96–100	Lessons 101–105	Lessons 106–110	Lessons 111–115	Lessons 116–120	Lessons 121–125	Lessons 126–130	Lessons 131–135	Lessons 136–140	Lessons 141–145	Lessons 146–150	Lessons 151–155	Lessons 156–160
	v, j	k, w		y, q	x, z																		
								optional	optional	optional													
optional	optional	optional	optional																				
f, p			n			d	l, r	h	b	g, c, _ck	v, j	k, w	sh, y	qu, x	th, z	ch	a_e, ai, ay	i_e, ie, _y	o_e, oa	ea, ee, e_e	u_e, ui	ar	or
			i			o		e	u														

Kindergarten Scope and Sequence

	Strand	Skill	Routine	Objective	Lessons 1–5	Lessons 6–10	Lessons 11–15	Lessons 16–20	Lessons 21–25	Lessons 26–30	Lessons 31–35	Lessons 36–40
15a	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC patterns and beginning with continuous sounds (e.g. *am, mat*)								
15b	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce short vowel words in which each letter represents its most common sound, including CVCC patterns beginning with continuous sounds (e.g. *fast*)								
15c	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce short vowel words in which each letter represents its most common sound, including CVC patterns (e.g. *cat*)								
15d	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce short vowel words in which each letter represents its most common sound, including all CVCC patterns (e.g. *test*)								
15e	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce short vowel words in which each letter represents its most common sound, including CCVC patterns (e.g. *flag*) and single-syllable open-syllable type words (e.g. *no, go*)								
15f	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce short vowel words in which each letter represents its most common sound, including digraphs *sh, th,* and *ch*								
15g	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce words made up of taught long vowel patterns								
15h	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce words with r-controlled vowels -ar and -or (e.g. *car, for*)								
16	Phonics	Word Analysis	SOUND AND SPELL	Demonstrate understanding of letter-sound correspondence by writing words with taught letter sounds and patterns								
17	Word Recognition	Introducing High-Frequency Words and/or Common Words	NEW LOOK AND SAY WORDS	Pronounce featured sight words							*the see a*	*I on happy*
18	Word Recognition	High-Frequency Words and/or Common Words	LOOK AND SAY WORDS	Fluently pronounce taught sight words								
19	Word Recognition	Application	BUILD A SENTENCE	Put words together to make a phrase or sentence using word cards with taught patterns and syllable types								
20	Word Recognition	Application	READ THE SENTENCES/ READ THE STORY	Read sentences with taught sight words and word patterns; apply flexible strategy to determine pronounciation of unknown words								

	Introduce
	Practice
	Mastery Check (Checked for this routine)
	Mastery Check (Checked in various routines)

Heavy vertical lines indicate progress monitoring.

Lessons 41–45	Lessons 46–50	Lessons 51–55	Lessons 56–60	Lessons 61–65	Lessons 66–70	Lessons 71–75	Lessons 76–80	Lessons 81–85	Lessons 86–90	Lessons 91–95	Lessons 96–100	Lessons 101–105	Lessons 106–110	Lessons 111–115	Lessons 116–120	Lessons 121–125	Lessons 126–130	Lessons 131–135	Lessons 136–140	Lessons 141–145	Lessons 146–150	Lessons 151–155	Lessons 156–160
my is cat	big little *we*	*look and* very	here *this can*	*like are to*	put *you come*	want *do with*	*down said* play	*have of been*	*they has were*	*from* does any	*there was who*	good *into your*	saw *find now*	our *as her*	*many* under *his*	*one* yellow *about*	*two* funny *some*	three pretty *other*	four soon give	*what* know again	away *please would*		