

## TLA Kindergarten Foundational Skills: Scope & Sequence Draft 5 (2-4-2019)

	Phonological Awareness	Phonics	High Frequency Words	CCSS Standard		
<b>Week 1</b>	<i>Phonological Awareness Concept 1: Sound Differentiation</i> Non-word sound differentiation, locate on, order, direction, sequence	<b>Unit 1: NAME STUDY</b>  Names are words Names are made up of a string of letters Names start with 1 uppercase letter All the rest of the letters are lowercase Letters have names Letters have upper and lower case forms The order of letters in words is important Letters have features (sticks, circles, etc.) Upper and lower case letters have special uses Words are made up of letters The order of letters in a word is important Recognizing letters inside words Recognizing the sequence of letters in words Recognizing letters in continuous print Recognizing words (names) in continuous print (ie. Charts) Making connections between words by recognizing letter placement Words have syllables (clap syllables of their names)	<b>Pre-Literacy (A special Addition for this unit)</b> <b>Directionality</b> Teaching Left to Right, Up and Down, Etc.  <b>Shared Reading (A special addition for this unit; after this unit, Shared Reading should be part of READING instruction): Teaching CAPs</b>	Names of Classmates           RF.K.1 a-d RF.K.2 ab SL.K.1, 2, 3		
<b>Week 2</b>						
<b>Week 3</b>	<i>Phonological Awareness Concept 2: Awareness of Words and Sentences*</i>		<b>Pre-Writing: Lines and Shapes</b> To prepare children for learning their letters, teach line and shape writing: Horizontal and vertical lines, circles, half circles, zig-zag lines, dots, squares, triangles, etc.			
<b>Week 4</b>						
<b>Week 5</b>	<i>Phonological Awareness Concept 3: Rhymes*</i> Once rhyming songs and games have been introduced, be sure to make this a regular part of instruction for the entire year.		Recognizing letters inside words Recognizing the sequence of letters in words Recognizing letters in continuous print Recognizing words (names) in continuous print (ie. Charts) Making connections between words by recognizing letter placement Words have syllables (clap syllables of their names)		<b>Interactive Writing: During these 8 weeks we recommend that during what will become Writer's Workshop time, teachers conduct Interactive Writing (Signs, "rules," Labels, etc.) and Oral Storytelling Experiences That lead to Interactive Writing for the students</b>	
<b>Week 6</b>						
<b>Week 7</b>	<i>Phonological Awareness Concept 4: Syllabication*</i> Use names!!!		<b>Unit 2: ALPHABET ANTICS: Learning the Lowercase Letters of the Alphabet:</b> <i>Review Name, Form (writing), Sound</i> <ul style="list-style-type: none"> <li>Ensure that children really know their lower case letter names, their common sounds, and formation</li> </ul>			RF.K.1 a-d RF.K.2 abcd SL.K.1, 2, 3 L.K.1 L.K.2
<b>Week 8</b>						
<b>Week 9</b>	<i>Phonological Awareness Concept 5: Phonemic Awareness: Initial, Final, Medial SOUNDS in words*</i>  Initial Sounds in Words: Brief Introduction	t, m, f				
<b>Week 10</b>		a, s, b and Beginning of Making Words, which will continue every day for the entire year	a			
<b>Week 11</b>		l, r, o	to, am			
<b>Week 12</b>	Final Sounds in Words: Brief Introduction	REVIEW	as, at			
<b>Week 13</b>		p, c, i	l, it			
<b>Week 14</b>	Medial Sounds in Words: Brief introduction	h, g, u	that, go			

Week 15		d, e, n	the, is	
Week 16	Introducing Segmenting and Blending Sequencing sounds in words	REVIEW	do, in	
Week 17		j, k, x	like, on	
Week 18		q (qu), v	an, up	
Week 19		w, y, z	you, are	
Week 20	Review All Concepts Taught Thus far	REVIEW AND ASSESS	Review & Assess	
Week 21	<i>Concept 6: Phonemic Awareness: Identifying, blending, segmenting and manipulating sounds in words</i>  Orally Segmenting and blending 2 and 3 sound words Orally Segmenting and blending 2 and 3 sound words, including digraph sounds (ie., ch, wh, sh, th) Highlighting Initial sounds	Unit 3: Creating Words 1: Letter Order Matters (VC and CVC) & Reviewing/Learning UpperCase Letters <ul style="list-style-type: none"><li>This unit is to take what they have already begun learning in Phonemic Awareness and translate it into print</li><li>Understanding the order of sounds in a word matters, being able to tap and blend and segment 2 and 3 letter words</li><li>Understanding, identifying and recognizing that words have the same or different beginning and ending sounds</li><li>Really understanding the concept of consonant and vowel, and that every word has to have a vowel</li></ul> Week 21: Hearing sounds in order in words & writing and reading words left to right Weeks 22-24: Using onset/rime make CVC word family words	my, was	RF.K.1
Week 22			be, me	a-d
Week 23			we, had	RF.K.2
Week 24			of, so	cd RF.K.3 a-d RF.4 SL.K. 1,2, 3 L.K.1 L.K.2
Week 25	Highlighting Ending Sounds	Unit 4: Making Words 2: Changing Ending Sounds & Reviewing/Teaching Uppercase Letters <ul style="list-style-type: none"><li>Blending and segmenting VC &amp; CVC words changing the ending sounds</li><li>Reviewing/Teaching Uppercase letters</li></ul>	and, can	RF.K.1
Week 26			he, she	a-d
Week 27			his, him, her	RF.K.2 cd
Week 28	Highlighting Medial Sounds  Manipulating sounds in all positions of CVC words	Unit 5: Creating Words 3: Making Words: Every Word Has to Have a Vowel: Medial or Middle Sounds and Continuing Upper Case Letters <ul style="list-style-type: none"><li>Continuing to examine beginning and ending sounds, but CONCENTRATE on hearing the vowel sounds in the middle</li><li>Blend and segment 2 and 3 letter words as individual sounds</li><li>Changing First, Last and Medial Sounds in CVC words</li></ul>	see, all	RF.K.3 a-d
Week 29			for, no	RF.4
Week 30			said, they	SL.K.
Week 31			does, from	1,2, 3 L.K.1
Week 32			with, have	L.K.2
Week 33	<i>Multiskill Review Weeks &amp; Celebration</i>	Unit 6: Creating Words 4: H-pals or Digraph Introduction: <ul style="list-style-type: none"><li>Teach concept that sometimes letters go together and have special sounds: digraphs like H-pals (and qu and ck as exceptions)</li></ul>	this, but	
Week 34			look, play	
Week 35			Review & Assess	

