

Kindergarten Scope and Sequence

UNIT 1

Assessment schedule

- Letter recognition/sounds given monthly until students master all letters or sounds. Consider sharing with parents before conferences.
- Fry sight word list assessed monthly until students master all 50 words (students should then be exposed to the next 50, and even beyond if they need enrichment). Consider sharing with parents before conferences.
- *Foundations Assessments have been incorporated to the revised Kindergarten summative reading assessments.* They include the letters and skills at the appropriate times rather than giving more assessments.
- CVC assessments will begin monthly in December and should be shared with parents as a snap shot of how their child is doing.
- Unit 1A, 2A and 3A assessments should be given 5-6 weeks into the trimester and then Unit 1B, 2B, and 3B assessments in the last 1- 2 weeks of the trimester. This should be shared with parents as well. They can be used to formulate a report card grade for standard 1.1 foundational skills.
 - Recommended dates for 1A, 2A, 3A (October 7th, January 13, May 4)
 - Recommended dates for 1B, 2B, 3B (November 14th, March 9, May 26)
- Comprehension assessments (such as 1C and 1D) will be given by teachers throughout the trimester to collect data on student mastery of comprehension skills. There should be 3 data points for 1.2 (reading informational text) and 1.3 (reading literature) each trimester as formative assessments and for talking points with parents at conferences. These two standards will be formally graded in trimester 3.

	Foundational Skills	Informational Text	Literature
Unit 1 September	<p><u>Letter Recognition</u></p> <ul style="list-style-type: none"> ● Students are introduced to the alphabet via whole group and small group activities <p><u>Foundations</u> Unit 1 Week 1</p> <ul style="list-style-type: none"> ● b,f 	<ul style="list-style-type: none"> ● Provide the students with opportunities to engage in reading activities in a whole group and small group setting. ● Students are introduced to informational texts via whole 	<ul style="list-style-type: none"> ● Provide the students with opportunities to engage in reading activities in a whole group and small group setting. ● Students are introduced to literature via whole group and

	<p>Unit 1 Week 2</p> <ul style="list-style-type: none"> • n, m <p>Unit 1 Week 3</p> <ul style="list-style-type: none"> • i, u <p>Unit 1 Week 4</p> <ul style="list-style-type: none"> • c, o <p><u>Rhyming</u></p> <ul style="list-style-type: none"> • Instruction with rhyming and word families should occur in whole and small group settings to promote early phonological skills. <p><u>Fry Words</u></p> <ul style="list-style-type: none"> • Introduce students to 5 Fry words with repeated exposure, and opportunities to read, write, and create words. • the • a • to • l • an 	<p>group and small group instructions.</p> <ul style="list-style-type: none"> • Instruction and reinforcement on author and title should occur each time a text is introduced. • While reading texts students should actively participate in conversations about text. • Students should be exposed to strategies that can be used to answer questions about a text. 	<p>small group instruction.</p> <ul style="list-style-type: none"> • Instruction and reinforcement on author, illustrator and title should occur each time a text is introduced. • Guide students in determining characters in a story. • While reading texts students should actively participate in conversations about the text. • Students should be able to answer questions about key details of texts.
<p>Unit 1 October</p>	<p>(Foundational)</p> <p><u>Letter Recognition</u></p> <ul style="list-style-type: none"> • Continue exposure to letter names and sounds as students master the alphabet in whole group and small group activities <p><u>Foundations</u></p> <p>Unit 1 Week 5</p> <ul style="list-style-type: none"> • a, g <p>Unit 1 Week 6</p> <ul style="list-style-type: none"> • d, s <p>Unit 1 Mid-Unit Check</p> <p>Unit 1 Week 7</p>	<p>(Informational)</p> <ul style="list-style-type: none"> • Provide the students with opportunities to engage in reading activities in a whole group and small group setting. • Continued exposure to informational texts. • Continue to reinforce author and title. • Continue to engage students in conversations and ask questions 	<p>(Literature)</p> <ul style="list-style-type: none"> • Provide the students with opportunities to engage in reading activities in a whole group and small group setting. • Continued exposure to a variety of literature. • Continue to reinforce author, illustrator and title. • Continue to engage students in conversations and ask questions

	<ul style="list-style-type: none"> • e, r <p>Unit 1 Week 8</p> <ul style="list-style-type: none"> • p, j <p><u>CVC</u></p> <ul style="list-style-type: none"> • Introduce students to CVC spelling patterns through teacher think alouds, and blending letter sounds to create <p><u>Rhyming</u></p> <ul style="list-style-type: none"> • Continue instruction and practice with rhyming and word families. <p><u>Fry Words</u></p> <ul style="list-style-type: none"> • Introduce students to the next 5 Fry words out of the first 15, with repeated exposure and opportunities to read, write, and create words. <ul style="list-style-type: none"> • can • and • it • is • in 	<p>about key details as they read and/or listen to texts.</p> <ul style="list-style-type: none"> • Introduce strategies to figure out the meaning of unknown words by asking questions. • Instruction on illustrations/pictures and how they relate to text. Discussions about why the illustration/picture was used, and if there are captions. Activities to create illustrations/pictures based on text. 	<p>about key details as they read and/or listen to texts.</p> <ul style="list-style-type: none"> • Have students begin to determine characters in story, offer feedback if they are incorrect • Introduce common types of texts. • Introduce asking and answering questions about unknown words in a text. • Introduce making connections between the illustrations and the text in a story (read or read aloud). • Instruction on illustrations/pictures and how they relate to text. • Activities to create illustrations/pictures based on text.
<p>Unit 1 November</p>	<p>(Foundational)</p> <p><u>Letter Recognition</u></p> <ul style="list-style-type: none"> • Continue exposure to letter names and sounds as students master the alphabet in whole and small group activities <p><u>Foundations</u></p> <p>Unit 1 Week 9</p> <ul style="list-style-type: none"> • l, h, k <p>Unit 1 Week 10</p> <ul style="list-style-type: none"> • v, w <p>Unit 1 Review</p> <p><u>CVC</u></p>	<p>(Informative)</p> <ul style="list-style-type: none"> • Provide the students with opportunities to engage in reading activities in a whole group and small group setting. • Continued exposure to informational texts. • Continue to reinforce author and title. • Continue to engage students in conversations and ask questions 	<p>(Literature)</p> <ul style="list-style-type: none"> • Provide the students with opportunities to engage in reading activities in a whole group and small group setting. • Continued exposure to a variety of literature. • Continue to reinforce author, illustrator and title. • Continue to engage students in conversations and ask questions

	<ul style="list-style-type: none"> • Continue introduction to CVC spelling patterns through teacher think alouds and blending letter sounds to create real words, as well as nonsense words. <p><u>Rhyming</u></p> <ul style="list-style-type: none"> • Continue instruction and practice with rhyming and word families. <p><u>Fry Words</u></p> <ul style="list-style-type: none"> • Introduce students to the last 5 Fry words out of the first 15, with repeated exposure and opportunities to read, write, and create words. • at • he • we • be • she 	<p>about texts as they read and/or listen to texts</p> <ul style="list-style-type: none"> • Continue discussion and questioning about unknown words. • Continue discussion and questioning about illustrations/pictures and how they relate to text. • Encourage the use of new vocabulary when answering questions about text. Model using the language from texts when answering questions and discussing. 	<p>about texts as they read and/or listen to texts.</p> <ul style="list-style-type: none"> • Continue having students determine characters in a story. • Continue discussion and questions about unknown words. • Continue discussion and questions about illustrations/pictures and how they relate to text. • Introduce using words and phrases acquired through conversations, reading, and being read to, and responding to texts.. • Actively engage in group reading activities with purpose and understanding. • Encourage the use of new vocabulary when answering questions about text. • Model using the language from texts when answering questions and discussing
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Unit 1 Writing

<p>Over the course of the first trimester</p>	<p>Narrative Writing</p> <ol style="list-style-type: none">1. Establish who and what writing will be about.2. Describe experiences and events.3. Tell about events in order and provide a reaction to what happened.4. Demonstrate grade-appropriate command of grammar, usage, capitalization, end-marks and invented spelling. (not assessed in trimester 1)5. With guidance, respond to questions and suggestions from adults to strengthen writing.6. Write routinely over short time frames.
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Unit 1 Speaking and listening

<p>Over the course of the first trimester</p>	<p>Speaking and Listening</p> <ol style="list-style-type: none">1. Engage in turn-taking.2. Communicate by responding to or asking questions related to a topic being discussed.3. Express thoughts, feelings and ideas clearly.4. Use appropriate volume to be heard by a group.5. Act upon/respond to statements and questions showing understanding of intent. Ask “What does it mean?” or “Can you help me?”6. Begin acquisition of common verbs and nouns, using past and future tense, plurals including those that do not end in “s”, use of pronouns and a variety of prepositions.
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UNIT 2

	Foundational	Informational	Literature
December	<p><u>Letter Recognition</u></p> <ul style="list-style-type: none"> Continue exposure to letter names and sounds as students master the alphabet in whole and small group activities <p><u>Foundations</u></p> <p>Unit 1 Week 11</p> <ul style="list-style-type: none"> y,x <p>Unit 1 Week 12</p> <ul style="list-style-type: none"> z, q <p>Unit 1 Review and Assessment</p> <p><u>Rhyming</u></p> <ul style="list-style-type: none"> Continue instruction and practice with rhyming and word families. <p><u>Fry Words</u></p> <ul style="list-style-type: none"> For unit 2 Fry words 16-35 from the master list should be introduced. For the month of December the goal is to introduce 16-20 with repeated exposure and opportunities to read, write, and create words. you was for 	<p>Continue all instruction from previous trimester throughout 2nd trimester.</p> <p><u>New Instruction</u></p> <ul style="list-style-type: none"> Introduce the main idea of a text Continuous instruction and practice on identifying the main idea Introduce pulling out key details that relate to the main idea Continuous instruction and practice on identifying key details 	<p>Continue all instruction from previous trimester throughout 2nd trimester.</p> <p><u>New Instruction</u></p> <ul style="list-style-type: none"> Focus on identifying major events in a story; then transition students into retelling familiar stories with key details. <ul style="list-style-type: none"> Practice orally, as well as putting visual images in order from stories, and transition to written activities when students are ready.

	<ul style="list-style-type: none"> • on • said 		
January	<p><u>Rhyming</u></p> <ul style="list-style-type: none"> • Continue instruction and practice with rhyming and word families. <p><u>Fry Words</u></p> <ul style="list-style-type: none"> • For the month of January the goal is to introduce 21-28 with repeated exposure and opportunities to read, write, and create words. • are • do • of • as • but • not • had • his 	<ul style="list-style-type: none"> • Introduce sequencing key details • Instruct students on identifying the beginning, middle and end of a text 	<ul style="list-style-type: none"> • Introduce multiple-meaning words and phrases based upon grade-level reading and content
February	<p><u>Rhyming</u></p> <ul style="list-style-type: none"> • Continue instruction and practice with rhyming and word families. <p><u>Fry Words</u></p> <ul style="list-style-type: none"> • For the month of February the goal is to introduce 28-35 with repeated exposure and 	<ul style="list-style-type: none"> • Begin making connections between two individuals, events, ideas or pieces of information in a text 	<ul style="list-style-type: none"> • Introduce using words and phrases acquired through conversations, reading and being read to to respond to texts

	<p>opportunities to read, write, and create words.</p> <ul style="list-style-type: none"> ● if ● with ● when ● your ● from ● this ● that ● they 		
<p>March</p>	<p><u>Rhyming</u></p> <ul style="list-style-type: none"> ● Continue instruction and practice with rhyming and word families. <p><u>Fry Words</u></p> <ul style="list-style-type: none"> ● For the month of March the goal is to introduce 36- 44 with repeated exposure and opportunities to read, write, and create words. ● there ● their ● have ● what ● were ● which ● or ● one 	<ul style="list-style-type: none"> ● Introduce identifying basic similarities and differences between two texts ● Provide students with opportunities and activities to compare two texts 	<ul style="list-style-type: none"> ● Introduce comparing and contrasting adventures and experiences of characters in familiar stories

Unit 2 Writing

Over the course of the trimester	<p>Opinion writing</p> <ol style="list-style-type: none">1. Create a picture about an opinion and write about it2. Decide on and state an opinion in writing about a topic3. Generate a reason that supports the opinion4. Capitalize the first word in a sentence and pronoun I.5. Use ending punctuation6. Write word phonetically or with grade appropriate spelling.7. With guidance, respond to questions and suggestions from adults to strengthen writing8. Write routinely in a short timeframe
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Unit 2 Speaking and Listening

Over the course of the trimester	<p>Speaking and Listening</p> <ol style="list-style-type: none">1. Engage in turn-taking, allowing wait time before responding.2. Communicate by responding to or asking questions related to a topic being discussed.3. Express thoughts, feelings and ideas clearly, using appropriate pacing..4. Use appropriate volume to be heard by a group.5. Act upon/respond to statements and questions showing understanding of intent. Ask “What does it mean?” or “Can you help me?”6. Speak with frequent use of common verbs and nouns, past and future tense, plurals including those that do not end in “s”, pronouns and a variety of prepositions.7. Talk about stories, experiences, and interests using details.8. Generate and answer “who,” “what,” “when,” and “where” questions about key details in a text.
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Unit 3

	Foundational	Informational	Literature
April-June	<p><u>Rhyming</u></p> <ul style="list-style-type: none"> Continue instruction and practice with rhyming and word families. <p><u>Fry Words</u></p> <ul style="list-style-type: none"> For Unit 3 the goal is to introduce the last 5 words on the Fry list with repeated exposure and opportunities to read, write, and create words. Pace your instruction with the goal of mastery by the end of May. by how each use all words 	<p>Throughout the 3rd trimester revisit:</p> <ul style="list-style-type: none"> Exposure to informational texts. Author, illustrator and title. Engaging students in conversations and ask questions about texts as they read and/or listen to texts Discussion and questioning about unknown words. Discussion and questioning about illustrations/pictures and how they relate to text. Encourage the use of new vocabulary when answering questions about text. Model using the language from texts when answering questions and discussing. Main idea of a text Instruction and practice on identifying the main idea Pulling out key details that relate to the main idea 	<p>Throughout the 3rd trimester revisit:</p> <ul style="list-style-type: none"> Answer questions about key details of texts. Exposure to a variety of literature. Author, illustrator and title. Engaging students in conversations and ask questions about key details as they read and/or listen to texts. Support ask and answering questions about unknown words in a text. Make connections between the illustrations and the text in a story (read or read aloud). Instruction on illustrations/pictures and how they relate to text. Activities to create illustrations/pictures based

		<ul style="list-style-type: none">● Instruction and practice on identifying and sequencing key details● Identifying the beginning, middle and end of a text● Connections between two individuals, events, ideas or pieces of information in a text	<ul style="list-style-type: none">● on text.● Discussion and questions about illustrations/pictures and how they relate to text.● Use words and phrases acquired through conversations, reading, and being read to, and responding to texts..● Actively engage in group reading activities with purpose and understanding.● Encourage the use of new vocabulary when answering questions about text.● Model using the language from texts when answering questions and discussing.● Retell familiar stories including key details● Identify characters, setting, and major events in a story● Discuss multiple-meaning words and phrases● Use words and phrases acquired through conversations, reading and
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			being read to, to respond to texts
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Unit 3 Writing

Over the course of the trimester	<p>Informative/Explanatory writing</p> <ol style="list-style-type: none"> 1. Use writing with or without illustration to convey meaning about a particular topic. 2. Use phonetic spelling when writing. 3. Generate/locate relevant details that support the chosen topic. 4. Work with an adult to create words or sentences that relate to drawings. 5. Add details to writing and illustrations. 6. Capitalize the first word in a sentence and pronoun I. 7. Recognize and use ending punctuation. 8. Participate in discussions about their writing. 9. Respond to questions and suggestions from peers and make changes to work based on feedback. 10. Understand that drawings, dictation and writing convey meaning to an audience
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Unit 3 Speaking and Listening

Over the course of the trimester	<p>Speaking and Listening</p> <ol style="list-style-type: none"> 1. Engage in turn-taking, allowing wait time before responding. 2. Communicate by responding to or asking questions related to a topic being discussed. 3. Express thoughts, feelings and ideas clearly using appropriate pacing.. 4. Use appropriate volume to be heard by a group. 5. Act upon/respond to statements and questions showing understanding of intent. Ask “What does it mean?” or “Can you help me?” 6. Demonstrate increasingly complex sentences that use common verbs and nouns, past and future tense, plurals including those that do not end in “s”, pronouns and a variety of prepositions. 7. Talk about stories, experiences, and interests using details. 8. Generate and answer “who,” “what,” “when,” and “where” questions about key details in a text.
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