CCSD Kindergarten ELA Scope and Sequence 2017-18

	School			Phonologi Awarene			Phonics		**sp	
Calendar Date	# of Day of Sc	Oral Language	Phonological Awareness Skill *	Phonological Awareness Activity	Phonological Awareness Resource	Skill	Activity and Resource Letter Naming Lesson Plan should be used for Capital Letters and Whole Group Instruction on a New Letter and Sound should be used for lowercase letters	Red Words	High Frequency Decodable Words**	Story Town (Read Aloud, Vocabulary, and Writing)
Aug 30	1	Alphabetic Princi	iple:							
Aug 3l	2	I. Sing alphabet								
Sept I	3			the Letter Cards and Matching the		(counting the le	tters in the alphabet only)			
Sept 5	4					Recognize A**	Neuhaus: Activity 3:	Ontions	1 to con-	d home the
Sept 6	5				Segmenting words in	Recognize B	Counting and match	1 1		Code Note
Sept 7	6				sentences. I. Oklahoma Phonological	Recognize C	letters taught Neuhaus: Activity 8: with letters A-C	"Hom	e Practic es" with c	ce Letter described
Sept 8	7		I. Segmenting		Awareness Lesson	Recognize D	Neuhaus: Activity 3:		materi	als
Sept II	8		words in	Songs, Poems,	"Spoken Word"	Recognize E	Counting and match	NA di di	a.	
Sept 12	9	No specified oral language lessons, teach school routines and	sentences. 2. Listening to Rhymes for	Nursery Rhymes, Teacher Selected Read Alouds that Focus on rhyme and repetition	2. Chipper Chat Segmentation of Words in Sentences Level I-3 pages 17-23	Recognize F	letters taught Activity 7: Instant Letter Recognition Chart #I Activity 8: with letters D-F or A-F	form 2. Alph	als: DT letter mation sl labet str ter card:	neets rip
		behaviors.	Recognition		Listening to Rhymes for					
Sept 13	Ю				Recognition	Recognize G	Neuhaus: Activity 3: Counting and match			
Sept 14	I				I. Oklahoma Phonological	Recognize H	letters taught			
Sept 15	12				Awareness Lesson "Rhyme Recognition" 2. Neuhaus Phonological Awareness Tab- Activities I-17	Recognize I	Activity 7: Instant Letter Recognition Chart #1, 2 Activity 8: with letters G-K or A-K			

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Sept 18	13	Begin the day with a song, poem, or		OklahomaPhonologicalAwarenessLesson "Rhyme	 ✓ 5-6 sets of pictures cards; include 2 pictures that rhyme and 1 that does not ✓ Accessing the Code (Code) 	Recognize J				
Sept 19	14	finger play.		Production" Discrimination of rhyming words –	Rhyming page 1 Step 1 or Chipper Chat (CC) pages 2-	Recognize K				
Sept 20	15	No-Glamour cards replace the StoryTown oral language.	Rhyming	given 3 pictures choose the rhyming words Discrimination of rhyming words Production of rhyming words	✓ Code Rhyming Step 2 or CC pages 8-10 and 11-15	Recognize L	Neuhaus: Activity 3: Counting and match letters taught			
Sept 21	16	The oral language in Story Town is		Ollah ama		Recognize M	Activity 7: Instant Letter Recognition Chart #1, 2, 3			
Sept 22	17	to be used as an anticipatory set before the read	Blending	 Oklahoma Phonological Awareness 	✓ Code Blending page 1 or CC pages 24-25 and 26-27	Recognize N	Activity 8: with letters L-P or A-P			
Sept 25	18	aloud.		Lesson "Syllables" > 2 and 3 syllables		Recognize 0				
Sept 26	19					Recognize P				
Sept 27	20			2 and 3 syllablesBeginning sound	✓ Code Segmenting page 1 or CC pages 30-33	Recognize Q	Neuhaus: Activity 3: Counting and match			
Sept 28	21		Segmenting	sorting > Beginning sound discrimination	✓ Code Segmenting page 2.1 and 8-10 pictures for each of the (2) beginning sounds	Recognize R	letters taught Activity 7: Instant Letter Recognition Chart #1, 2, 3			

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Sept 29	22	Begin the day with a song,			✓ Code Segmenting pages 2.2 and 2.3	Recognize S	Activity 8: with letters Q-U or A-U			
Oct 2	23	poem, or finger play.		Discrimination of rhyming words – given 3 pictures	✓ 5-6 sets of pictures cards; include 2 pictures that rhyme and 1 that does not ✓ Code Rhyming page 1 Step	Recognize T				
Oct 3	24	No-Glamour cards replace the StoryTown	Rhyming	choose the rhyming words Discrimination of rhyming words Production of	1 or CC pages 2-3 ✓ Code Rhyming Step 2 and/or CC pages 8-10 and 11-15	Recognize U				
Oct 4	25	oral language.		rhyming words		Recognize V	Neuhaus: Activity 3:			
Oct 5	26	The oral language		OklahomaPhonological	✓ Code Blending page 1 or CC pages 24-25, 26-27 and	Recognize W	Counting and match letters taught Activity 7:			
Oct 6	27	in Story Town is to be used as an anticipatory set before the read aloud.	Blending	Awareness Lesson "Onsetrime Blending" 2, 3 and 4 syllables Onset-rime	28-29 ✓ Code Blending page 2	Recognize X	Instant Letter Recognition Chart #1, 2, 3 Activity 8: with letters V-Z or A-Z			
Oct 9	28				Act 80 D	ay		T		
Oct IO	29			OklahomaPhonological	 ✓ Code Segmenting page 1 or CC pages 30-33 	Recognize Y		ا احمد	ome Ace	occina the
Oct II	30			Awareness	✓ Code Segmenting pages 2.2	Recognize Z				essing the ne Practice
Oct I2	31		Segmenting	Lesson "Segmenting	and 2.3 ✓ Code Segmenting page 3 or	Revie	ew & Assessment			† Quarter"
Oc† 13	32			with Sound Boxes " and/or "Segmenting	CC pages 45-46	Revie	ew & Assessment		Home Pr vercase L	actice of Letters"

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		Begin the day with a song, poem, or finger play.		with Cubes" 3 and 4 syllables Beginning sound discrimination Isolating beginning sound						
Oct 16	33	Tangor play.		Discrimination of	✓ 5-6 sets of pictures cards;		m			1.1
Oct I7	34	No-Glamour		rhyming words – given 3 pictures	include 2 pictures that rhyme and 1 that does not		/m/			1.2
Oct 18	35	cards replace the StoryTown oral language. The oral language	Rhyming	choose the rhyming words Discrimination of rhyming words Production of rhyming words	✓ Code Rhyming Step 1 or CC pages 2-3 ✓ Code Rhyming Steps 2 and 3 and/or CC pages 8-10 and 11-15, 16		S			1.3
Oct 19	36	in Story Town is		Oklahoma	✓ Code Blending page 1 or CC		/s/			1.4
Oct 20	37	to be used as an		Phonological	pages 26-27, and 28-29		r			I.5
Oct 23	38	anticipatory set before the read aloud.	Blending	Awareness Lesson "Phoneme Blending" 3 and 4 syllables Onset-rime 3 Phonemes	 ✓ Code Blending page 2 ✓ Code Blending page 3 or CC pages 51-52 		/r/			2.1
Oct 24	39			3 and 4 syllables	✓ Code Segmenting page 1 or		†			2.2
Oct 25	40		Segmenting	Beginning sound	CC pages 30-33		/†/			2.3
Oct 26	41			discrimination Isolating	 ✓ Code Segmenting pages 2.2 and 2.3 		n			2.4

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		Begin the day		beginning sound	✓ Code Segmenting page 3 or CC pages 45-46					
Oct 30	42	with a song,		Discrimination of	✓ 5-6 sets of pictures cards;		/n/			2.5
Oct 3I	43	poem, or		rhyming words –	include 2 pictures that		р			3.I
Nov I	44	finger play.		given 3 pictures	rhyme and 1 that does not		/p/			3.2
Nov 2	45 ½ dism issal	No-Glamour cards replace the	Rhyming	choose the rhyming words Discrimination of rhyming words Production of	 ✓ Code Rhyming Step 1 or CC pages 2-3 ✓ Code Rhyming Steps 2 and 3 and/or CC pages 8-10 and 11-15, 16 	-Acc	End of the I st Quarter Ass essing the Code Phonological			t
Nov 3	46	StoryTown oral language.		rhyming words	11 15, 10		С			3.3
Nov 6	47	The oral language					/c/			3.4
Nov 7	48	in Story Town is to be used as an		3 and 4 syllables	✓ Code Blending page 1 or CC		а			3.5
Nov 8	49 2 hou r dela y	anticipatory set before the read aloud.	Blending	Onset-rime3 phonemes	pages 26-27, and 28-29 ✓ Code Blending page 2 ✓ Code Blending page 3 or CC pages 51-52		/ă/			4.1
Nov 9	50						d			4.2
Nov IO	51						/d/			4.3
Nov I3	52						i			4.4
Nov I4	53			> 3 and 4 syllables	Code Segmenting page 1 or		/ĭ/			4.5
Nov 15	54		Segmenting	Isolating	CC pages 30-33, 34-35		g			5.1

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Nov 16	55			beginning sound	>	Code Segmenting page 3 or		/g/			5.2
Nov 17	56			Isolating ending sound		CC pages 45-46 Code Segmenting page 4 or		f			5.3
Nov 20	57			Souria		CC pages 47-48		/ F /			5.4
Nov 2I	58	Begin the day		Discrimination of	✓	5-6 sets of pictures cards;		b			5.5
Nov 22	59	with a song,		rhyming words –		include 2 pictures that		/b/			6.1
Nov 28	60	poem, or		given 3 pictures choose the	./	rhyme and 1 that does not Code Rhyming Step 1 or CC		k			6.2
Nov 29	61	finger play. No-Glamour cards replace the	Rhyming	rhyming words Discrimination of rhyming words Production of rhyming words	✓	pages 2-3 Code Rhyming Steps 2 and 3 and/or CC pages 8-10 and 11-15, 16		/k/			6.3
Nov 30	62	StoryTown		3 and 4 syllables	✓	Code Blending page 1 or CC		0			6.4
Dec I	63	oral language.		Onset-rime		pages		/ŏ/			6.5
Dec 4	64		Blending	> 3 phonemes	✓ ✓	Code Blending page 2 Code Blending page 3 or CC		1			7.1
Dec 5	65	The oral language in Story Town is to be used as an	Biending			pages 51-54		/\/			7.2
Dec 6	66	anticipatory set		Isolating	>	Code Segmenting page 3 or		h			7.3
Dec 7	67	before the read		beginning sound		CC pages 45-46		/h/			7.4
Dec 8	68	aloud.		Isolating ending sound	>	Code Segmenting page 4 or CC pages 47-48		W			7.5
Dec II	69		Segmenting	> 3 phonemes	>	Code Segmenting page 6 or CC pages 57-58		/w/			8.1
Dec I2	70			Discrimination of		> 5-6 sets of pictures		×			8.2
Dec 13	71		Phymina	rhyming words –		cards; include 2		/×/			8.3
Dec 14	72		Rhyming	given 3 pictures choose the		pictures that rhyme and 1 that does not		е			8.4
Dec 15	73			choose the		and I that does not		/ĕ/			8.5

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		Begin the day with a song, poem, or finger play.		rhyming words Discrimination of rhyming words Production of rhyming words	 Code Rhyming Step 1 or CC pages 2-3 Code Rhyming Steps 2 and 3 and/or CC pages 8-10 and 11-15, 16 				
Dec 18	74			Onset-rime	Code Blending page 2	V			9.1
Dec 19	75	No-Glamour		3 phonemes	Code Blending page 3 or CC	/v/			9.2
Dec 20	76	cards replace	Blending		pages 51-54	j			9.3
Dec 2l	77	the				/j/			9.4
Jan 2	78	StoryTown				У			9.5
Jan 3	79	•		Rotate between	Code Segmenting page 3 or	/y/			IO.I
Jan 4	80	oral language.		Isolating	CC page 45-46 (beginning),	Z			10.2
Jan 5	81	Tl		beginning sound and Isolating	Code page 4 or CC pages 47-48 (ending)	/z/			10.3
Jan 8	82	The oral language in Story Town is to be used as an anticipatory set before the read	Segmenting	ending sound > 3 phonemes > Isolating middle sound	 Code Segmenting page 6 or CC pages 57-58 Code Segmenting page 5 or CC pages 49-50 	u			10.4
Jan 9	83	aloud.		Discrimination of	✓ 5-6 sets of pictures cards;	/ŭ/			10.5
Jan 10	84			rhyming words –	include 2 pictures that	q			11.1
Jan II	85			given 3 pictures choose the	rhyme and 1 that does not	/qu/			II.2
Jan 12	86		Rhyming	rhyming words Discrimination of rhyming words Production of rhyming words	 ✓ Code Rhyming Step 1 or CC pages 2-3 ✓ Code Rhyming Steps 2 and 3 and/or CC pages 8-10 and 11-15, 16 	End of the 2 nd Quarter Assessments -Accessing the Code Phonological Awareness Assessment Test	Access Code "Intro to th	home sing the Note duction e Code ter"	II.3
Jan 16	87		Blending	Onset-rime	Code Blending page 2	Lesson A: ă	the		11.4

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Jan 17 Jan 18 Jan 19 Jan 23	88 89 90 9	D - via Ha - Lu.		> 3 phonemes	Code Blending page 3 or CC pages 51-54					II.5 I2.1 I2.2 I2.3
Jan 24 Jan 25 Jan 26	92 93 94	Begin the day with a song, poem, or		Rotate between Isolating beginning sound	Code Segmenting page 3 or CC page 45-46 (beginning), Code page 4 or CC pages					12.4 12.5 13.1
Jan 29	95	finger play. No-Glamour cards replace	Segmenting	and Isolating ending sound 3 phonemes Isolating middle sound	47-48 (ending) Code Segmenting page 6 or CC pages 57-58 Code Segmenting page 5 or CC pages 49-50		Lesson B: ŏ	to		13.2
Jan 30 Jan 31	96 97 2 hou r dela y	the StoryTown oral language. The oral language in Story Town is	Rhyming	 Discrimination of rhyming words Production of rhyming words 	✓ Code Rhyming Step 1 or CC pages 2-3 ✓ Code Rhyming Steps 2 and 3 and/or CC pages 8-10 and 11-15, 16		Lesson C: ŭ	do		13.4
Feb I Feb 2 Feb 5 Feb 6	98 99 100	to be used as an anticipatory set before the read aloud.		Onset-rime3 phonemes	✓ Code Blending page 2✓ Code Blending page 3 or CC					13.5 H.I H.2 H.3
Feb 7 Feb 8 Feb 9	102 103 104		Blending	Dotata hativasa	pages 51-54		Lesson D: ĭ	is	at, on	14.4 14.5 15.1
Feb 10 Feb 13 Feb 14	105 106 107		Segmenting	Rotate between Isolating beginning sound	Code Segmenting page 3 or CC pages 45-46 Code page 4 or CC pages 47-48		Lesson E: ĕ	his	not,	15.2 15.3 15.4

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Feb l5	108			and Isolating	Code Segmenting page 6 or			up	15.5
Feb 20	109	Begin the day with a song,		ending sound 3 phonemes Isolating middle sound	CC pages 57-58 Code Segmenting page 5 or CC pages 49-50				16.1
Feb 2l	IIO	poem, or		Discrimination of	✓ Code Rhyming Step 1 or CC				16.2
Feb 22		finger play.		rhyming words Production of	pages 2-3 ✓ Code Rhyming Steps 2 and				16.3
Feb 23	112	-	Rhyming	rhyming words	3 and/or CC pages 8-10 and				16.4
Feb 26	113	No-Glamour cards replace		Tillyilling Words	11-15, 16	Lesson F: x	a	but, in	16.5
Feb 27	114	the		Onset-rime	➤ Code Blending page 2	LE330III · X	l u	Da1, 111	17.1
Feb 28	115	StoryTown	Blending	> 3 phonemes	Code Blending page 3 or CC				17.2
Mar I	116	·	Blending		pages 51-54				17.3
Mar 2	117	oral language.							17.4
Mar 5	118	The onal language		> 3 phonemes	Code Segmenting page 6 or				17.5
Mar 6	119	The oral language in Story Town is		Isolating middle sound	CC pages 57-58 Code Segmenting page 5 or	Lesson G: an	as	if, it	18.1
Mar 7	120	to be used as an	Segmenting	Souria	CC pages 49-50				18.2
Mar 8 Mar 12	121 122	anticipatory set							18.3 18.4
Mar 13	123	before the read		Discrimination of	Code Rhyming Step 1				18.5
Mar 14	124	aloud.		rhyming words	or CC pages 2-3	Lesson H: am	has	him,	19.1
Mar 15	125	-		Production of	Code Rhyming Steps 2	20000HTF GITT	1,40	will	19.2
Mar 16	126	1		rhyming words	and 3 and/or CC pages				19.3
Mar 19	127		Rhyming		8-10 and 11-15, 16	End of the 3 rd Quarter Assessments -Accessing the Code Phonological Awareness Test and Spelling Test			
Mar 20	128					Lesson I:		did,	19.4

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Mar 21 Mar 22 Mar 23 Mar 26	129 130 131 132	Begin the day with a song,	Blending	3 phonemes4 phonemes	 Code Blending page 3 or CC pages 51-54 Code Blending page 4 or CC pages 53-54 	s blends		sit	19.5 20.1 20.2 20.3
Mar 27 Mar 28 April 3 April 4 April 5	133 134 135 136 137	poem, or finger play. No-Glamour	Segmenting	3 phonemesIsolating middle sound	 Code Segmenting page 6 or CC pages 57-58 Code Segmenting page 5 or CC pages 49-50 	Lesson J: I blends	you	get, ten	20.4 20.5 21.1 21.2 21.3
April 6 April 9 April 10 April 11 April 12	138 139 140 141 142	cards replace the StoryTown oral language.	Rhyming	 Discrimination of rhyming words Production of rhyming words 	✓ Code Rhyming Step 1 or CC pages 2-3 ✓ Code Rhyming Steps 2 and 3 and/or CC pages 8-10 and 11-15, 16	Lesson K: r blends	from	red, can	21.4 21.5 22.1 22.2 22.3
April 13 April 16 April 17 April 18 April 19	143 144 145 146 147	The oral language in Story Town is to be used as an anticipatory set before the read	Blending	3 phonemes4 phonemes3 phonemes	 ✓ Code Blending page 3 or CC pages 51-54 ✓ Code Blending page 4 or CC pages 53-54 ➢ Code Segmenting page 6 or 	Lesson L: sh		an, and	22.4 22.5 23.1 23.2 23.3
April 20 April 23 April 24	148 149 150	aloud.	Segmenting	4 phonemes	CC pages 57-58 Code Segmenting page 7	Lesson M: ch	was	than, am	23.4 23.5 24.I
April 25 April 26 April 27	151 152 153		Rhyming	 Discrimination of rhyming words Production of rhyming words 	 Code Rhyming Step 1 or CC pages 2-3 Code Rhyming Steps 2 and 3 and/or CC pages 	L cooper NI He		then,	24.2 24.3 24.4
April 30	154			_	8-10 and 11-15, 16	Lesson N: th		them	24.5

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May I May 2	155 156			3 phonemes4 phonemes	Code Blending page 3 or CC pages 51-54				1	25.I 25.2
May 3	157	Begin the day	Blending	, , , , , ,	Code Blending page 4 or CC				-	25.3
May 4 May 7	158 159	with a song,	Dictioning		pages 53-54				-	25.4 25.5
May 8	160	poem, or finger play.		> 3 phonemes	✓ Code Segmenting page 6 or	وم ا	sson 0: end blends		no, go	26.1
May 9	161	,go., p.e.,,.	Segmenting	> 4 phonemes	CC pages 57-58 ✓ Code Segmenting page 7	200	Section Straight and the section of		110, 90	26.2
May 10	162	No-Glamour		> Syllables Level 1 (week 31)	✓ CC pages 36-38 ✓ CC pages 39-41					26.3
May 14 May 15	163 164	cards replace the	Deletion	Syllables Level 2 (week 32-33)	CC pages 39-41				me,	26.4 26.5
May 16	165	StoryTown		Discrimination of	✓ Code Rhyming Step 1 or CC	Le	esson P: REVIEW		he, she,	27.1
May 17	166 167	oral language.	Rhyming	rhyming words Production of	pages 2-3 ✓ Code Rhyming Steps 2 and				we	27.2 27.3
May 18 May 21	168	The oral language	i i i i i i i i i i i i i i i i i i i	rhyming words	3 and/or CC pages 8-10 and					27.4
May 22	169	in Story Town is to be used as an		3 phonemes	11-15, 16 Code Blending page 3 or CC					27.5
May 23	170	anticipatory set		4 phonemes	pages 51-54	Le	esson Q: REVIEW		REVIEW	28.1
May 24 May 29	171 172	before the read aloud.	Blending		Code Blending page 4 or CC pages 53-54					28.2 28.3
May 30	173	alodd.								28.4
May 31	174			> 3 phonemes	➤ Code Segmenting page 6 or					28.5
June I	175		Segmenting	4 phonemes	CC pages 57-58 ➤ Code Segmenting page 7					29.1
June 4	176			➤ Initial phoneme	CC pages 63-65	Le	esson R: REVIEW		REVIEW	29.2
June 5	177		Deletion	(week 34) Final phoneme (week 35) Rotate initial and	CC pages 66-68 CC pages 63-68					29.3

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				final (week 36)						
June 6	178					-Accessing	t th Quarter Assessments g the Code Phonological s Test and Spelling Test		- REVIEW	29.4
June 7	179									29.5
June 8	180									_

^{*}Move on from skill when 80% of the class has shown mastery on the Wiley Phonological Awareness assessment. Students who are not mastering these concepts in a timely manner, and begin falling behind their peers, should receive **pinpointed intervention** during small group instruction time until they can easily keep pace with their peers.

^{**}These high frequency words were chosen to begin developing fluency with appropriate high frequency words for Kindergarten. They can be practiced in any way you wish. Students should understand that these words are **decodable** words. We practice them because it is important to begin to recognize some words that we read a lot in stories quickly and easily so that we can focus on other words and most importantly, focus on the meaning of what is begin read.