

Kindergarten Scope and Sequence: Year-at-a-Glance

What Are We Teaching in our Kindergarten Skills Block Curriculum?

What do the standards say?

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Kindergartners are expected to show increasing awareness and competence in hearing and producing sounds in spoken words (i.e., syllables, onsets, rimes, and individual phonemes). This skill (phonological awareness) is the foundation on which they will begin to form mappings (connections) between phonemes (sounds) in individual words and the graphemes (letter or letters) that represent them as they learn to read and spell the words.

They can identify words that **rhyme** when they hear them and can offer additional rhyming words of their own. They become aware of and competent with hearing and manipulating the **“beats” or “stresses” (syllables) in words** to construct and deconstruct spoken words.

They can manipulate each single sound in spoken **consonant-vowel-constant (cvc) words** containing three sounds (e.g., “cat” “coat”), including adding or substituting sounds to make a new word.

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Kindergartners begin to map phonemes (sounds) to graphemes (letter or letters). They can look at letters and say their sounds. They recognize that vowels have two sounds and can make those sounds. They can read common high-frequency words with automaticity. They can also analyze words that are spelled similarly and determine the sounds that differ.

RF.4 Read emergent-reader texts with purpose and understanding

Kindergartners begin to read emergent-reader texts.

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Kindergartners are expected to use knowledge of letters and sounds to write words with consonants and short vowels. They are phonetic spellers of simple words. They use a capital letter for the first word in a sentence and recognize and name ending punctuation.

Phases of Spelling and Word Acquisition, Module Summaries, and the Kindergarten Scope and Sequence

	Module 1	Module 2	Module 3	Module 4
Phase Range	Pre-Alphabetic–Early Partial Alphabetic		Early to Middle Partial Alphabetic	Middle to Late Partial Alphabetic
Module Summaries	<p>A key characteristic of primary learners is that they use stories to construct meaning. The story of “The Search for Names” is revealed to students at the start of Module 1. This story becomes an anchor text for letter identification as students accompany the young protagonists on a quest that reveals the names of creatures and objects that the protagonists encounter (resulting in letter mnemonics and knowledge that a letter represents a sound) over the course of Modules 1 and 2. Through this and other shared oral and written texts, students develop:</p> <ul style="list-style-type: none"> • Letter identification (name, sound, formation) • Intonation and rhythm of speech • Oral syllables, rhyming, and phoneme identification and production • Basic concepts of print <p>In Module 2, the broader phonological awareness instruction begins to shift towards phonemic awareness (i.e., phonemic segmentation and blending) in preparation for the explicit decoding and encoding work in Modules 3 and 4.</p>		<p>Modules 3 and 4 signal an important shift toward even more explicit mapping of graphophonemic connections. In these modules, students continue to develop phonemic segmentation and blending to decode and encode short vowel words with two and three phonemes (including consonant digraphs). By the end of Module 4, they are introduced to long vowel sounds.</p> <p>While shared oral and written texts continue, students begin to take on more independence with text via student Decodable Readers. This reflects another key characteristic of primary learners—they seek independence and mastery.</p>	
Scope & Sequence i.e., patterns introduced	<p>C1: “a,” “t”</p> <p>C2: “h,” “p”</p> <p>C3: “n,” “c”</p> <p>C4: “m,” “r”</p>	<p>C5: “v,” “s”</p> <p>C6: “g,” “i”</p> <p>C7: “l,” “d,” “f”</p> <p>C8: “k,” “y”</p> <p>C9: “x,” “q,” “u”</p> <p>C10: “b,” “o,” “w”</p> <p>C11: “j,” “e,” “z”</p>	<p>C12: “sh,” “ch,” “th”</p> <p>C13: /a/ words</p> <p>C14: /i/ words</p> <p>C15: /u/ words</p> <p>C16: /o/ words</p> <p>C17: /e/ words</p> <p>C18: compares all short vowel words</p>	<p>C19: reviews all short vowels and digraphs</p> <p>C20: reviews short vowels, specifically /a/ and /i/. Introduces decoding and encoding words with “-an” and “-am” spelling patterns.</p> <p>C21: reviews short vowels, specifically /u/ and /e/. Introduces “-ank” and “-ink” in spoken words.</p> <p>C22: reviews short vowels, specifically /o/. Introduces decoding words with double final consonants.</p> <p>C23: introduces long vowels in spoken words, specifically /ā/ and /ī/.</p> <p>C24: introduces long vowels in spoken words, specifically /ō/, /ū/, and /ē/.</p> <p>C25: introduces r-controlled vowels in spoken words.</p>

Note: Refer to the Kindergarten Scope and Sequence: Standards Coverage document on the EL Education website (Curriculum.ELeducation.org) for additional information about the coverage of Reading: Foundational Skills and Language standards in each module.