

# Kindergarten Phonics Scope and Sequence With Concepts of Print and Phonemic Awareness

Revised 8/22/13

<b>Concepts of Print</b> (Taught explicitly throughout K curriculum)	<b>Phonemic Awareness</b> (Taught and embedded in K curriculum)
<p>Basic Print Features</p> <p>Front and back covers</p> <ul style="list-style-type: none"> <li>○ Print directionality</li> <li>○ top and bottom of page</li> <li>○ left to right orientation</li> </ul> <p>Spoken words and represented by written language</p> <ul style="list-style-type: none"> <li>○ Talk written down Words and Sentences</li> <li>○ Spaces separate words</li> <li>○ One □ to □ one matching of words on a page</li> <li>○ Specific sequences of letters make words</li> <li>○ Identify first and last letters in written words in continuous text</li> <li>○ Sentences are made up of words combined together to make meaning</li> </ul> <p>Name recognition Letter recognition (capitals and lower case)</p> <ul style="list-style-type: none"> <li>○ Identify initial and final letters in words</li> </ul>	<p>Understand spoken Language</p> <ul style="list-style-type: none"> <li>- ability to distinguish words in a sentence</li> </ul> <p>Hear and count words in a sentence</p> <p>Rhyming Words</p> <ul style="list-style-type: none"> <li>• Recognize and produce rhyming words in spoken language</li> <li>• Identify matching rhyming word with target rhyme, in a series of three spoken words (ball – big, call, dog)</li> <li>• Identify oddity word (the word that does not rhyme) in a series of words (e.g., bat, cat, sat, pig)</li> <li>• Complete a rhyming phrase (The cat sat on a ____ or I saw a mouse run into the ____.)</li> </ul>
<p><b>High Frequency Words</b></p> <p>Taught explicitly and embedded throughout the kindergarten curriculum</p> <p>Dolch List - <a href="#">Click Here for List</a></p>	

Phonics	Phonemic Awareness
<p>Begin with 2-3 letter sounds per week (integrating letter name, sound, writing)            Cycle through letters/sounds several times during the school year, focusing intentionally on c, g, h, q, w, y</p>	
<p><b>Syllables</b></p>	<ul style="list-style-type: none"> <li>•Clap once for each syllable in multi-syllable words up to 3/4 syllables</li> <li>•segment words into syllables</li> <li>•blend syllables to make words</li> <li>•count the number of syllables in a word</li> <li>•delete a syllable from a word (magnet w/out the mag__)</li> </ul>
<p><b>Consonant Letter Sounds with letter representation</b></p> <ul style="list-style-type: none"> <li>o Produce the sound for each consonant letter</li> <li>o One-to-one letter-sound correspondence</li> </ul>	<p><b>Beginning Phonemes</b></p> <ul style="list-style-type: none"> <li>o Isolate beginning phonemes in spoken language</li> <li>o Produce beginning phonemes in spoken language</li> </ul> <p><b>Alliteration</b></p> <ul style="list-style-type: none"> <li>o Recognize words with the same initial sound in a spoken phrase or sentence (e.g., Six snakes sold snacks and sodas.)</li> <li>• Recognize odd one out</li> </ul>
<p><b>Short Vowel Sounds with letter representation</b></p> <ul style="list-style-type: none"> <li>o Produce the sound of each vowel (5) associated with letters</li> <li>o Identify and produce vowels sounds in common cvc words</li> </ul>	<p><b>Medial Short Vowel Phonemes</b></p> <ul style="list-style-type: none"> <li>• Isolate medial sound (vowel) in spoken words</li> </ul>
<p><b>Blend and Segment Individual sounds with letter representation</b></p> <ul style="list-style-type: none"> <li>o Focus on initial, medial, and final sound blending in cvc written word</li> </ul>	<p><b>Blend and Segment Individual Phonemes (onset and rime)</b></p> <ul style="list-style-type: none"> <li>o Isolate and pronounce initial, medial, and final phonemes in cvc spoken words</li> <li>• Isolate medial vowel in ccvc, cvcc words</li> <li>• Count the phonemes in words up to 4 phonemes</li> <li>• Blend and segment onset and rimes</li> <li>• Blend up to 4 phonemes, 1-syllable words</li> </ul>
<p><b>Diagrams with letter representation</b></p> <ul style="list-style-type: none"> <li>o Produce sound for each diagraph (ch, sh, th, wh) associated with letters</li> <li>o Focus on initial, medial, and final sound blending in cvc written words, with a diagraph as the initial sound</li> </ul>	
<p><b>Onset and Rime with letter representation</b></p> <ul style="list-style-type: none"> <li>o Identify written words with the same rime and different onsets (chunks, word families)</li> <li>o Write words with the same rime by changing the onset (chunks, word families)</li> </ul>	<p><b>Onset and Rime</b></p> <ul style="list-style-type: none"> <li>o Blend and segment onset and rime in spoken word</li> </ul>

<p><b>Deletions and Substitutions with letter representation</b></p> <ul style="list-style-type: none"> <li>o Distinguish between similarly spelled words by identifying the sound/letter that differ (e.g., fan-can, big-bag, ran-rat)</li> </ul>	<p><b>Addition, Deletion, and Substitution of Phonemes</b></p> <ul style="list-style-type: none"> <li>o Add, delete, or substitute individual phonemes in one-syllable cvc spoken words</li> <li>• Add, delete, or substitute initial and final phonemes in spoken words</li> </ul>
<p><b>Long Vowel Sounds with letter representation</b></p> <ul style="list-style-type: none"> <li>o Produce long vowel sounds for each vowel (5) associated to letters</li> <li>o Associate the short and the long vowel sounds for the same letter</li> </ul>	