

CCSD Kindergarten ELA Scope and Sequence 2017-18

Calendar Date	# of Day of School	Oral Language	Phonological Awareness			Phonics		Red Words	High Frequency Decodable Words**	Story Town (Read Aloud, Vocabulary, and Writing)
			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			
Aug 30	1	Alphabetic Principle: 1. Sing alphabet 2. Neuhaus-Activity 1: Matching the Letter Cards 3. Neuhaus-Activity 3: Counting and Matching the letters of the Alphabet (counting the letters in the alphabet only)								
Aug 31	2									
Sept 1	3									
Sept 5	4	No specified oral language lessons, teach school routines and behaviors.	1. Segmenting words in sentences. 2. Listening to Rhymes for Recognition	Songs, Poems, Nursery Rhymes, Teacher Selected Read Alouds that focus on rhyme and repetition	Segmenting words in sentences. 1. Oklahoma Phonological Awareness Lesson "Spoken Word" 2. Chipper Chat Segmentation of Words in Sentences Level 1-3 pages 17-23 Listening to Rhymes for Recognition	Recognize A**	Neuhaus: Activity 3: Counting and match letters taught Neuhaus: Activity 8: with letters A-C	Optional to send home the Accessing the Code Note "Home Practice Letter Names" with described materials Materials: 1. HWOT letter formation sheets 2. Alphabet strip 3. Letter cards		
Sept 6	5					Recognize B				
Sept 7	6					Recognize C				
Sept 8	7					Recognize D	Neuhaus: Activity 3: Counting and match letters taught Activity 7: Instant Letter Recognition Chart #1 Activity 8: with letters D-F or A-F			
Sept 11	8									
Sept 12	9					Recognize F	Neuhaus: Activity 3: Counting and match letters taught Activity 7: Instant Letter Recognition Chart #1, 2 Activity 8: with letters G-K or A-K			
Sept 13	10					Recognize G				
Sept 14	11					Recognize H				
Sept 15	12					Recognize I				

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Sept 18	13	Begin the day with a song, poem, or finger play.		Rhyming	<ul style="list-style-type: none"> ➤ Oklahoma Phonological Awareness Lesson "Rhyme Production" ➤ Discrimination of rhyming words – given 3 pictures choose the rhyming words ➤ Discrimination of rhyming words ➤ Production of rhyming words 	<ul style="list-style-type: none"> ✓ 5-6 sets of pictures cards; include 2 pictures that rhyme and 1 that does not ✓ Accessing the Code (Code Rhyming page 1 Step 1 or Chipper Chat (CC) pages 2-3 ✓ Code Rhyming Step 2 or CC pages 8-10 and 11-15 	Recognize J				
Sept 19	14						Recognize K				
Sept 20	15	Recognize L									
Sept 21	16	Blending		<ul style="list-style-type: none"> ➤ Oklahoma Phonological Awareness Lesson "Syllables" ➤ 2 and 3 syllables 	<ul style="list-style-type: none"> ✓ Code Blending page 1 or CC pages 24-25 and 26-27 	Recognize M	Neuhaus: Activity 3: Counting and match letters taught Activity 7: Instant Letter Recognition Chart #1, 2, 3 Activity 8: with letters L-P or A-P				
Sept 22	17					Recognize N					
Sept 25	18					Recognize O					
Sept 26	19					Recognize P					
Sept 27	20	The oral language in Story Town is to be used as an anticipatory set before the read aloud.		Segmenting	<ul style="list-style-type: none"> ➤ 2 and 3 syllables ➤ Beginning sound sorting ➤ Beginning sound discrimination 	<ul style="list-style-type: none"> ✓ Code Segmenting page 1 or CC pages 30-33 ✓ Code Segmenting page 2.1 and 8-10 pictures for each of the (2) beginning sounds 	Recognize Q				Neuhaus: Activity 3: Counting and match letters taught Activity 7: Instant Letter Recognition Chart #1, 2, 3
Sept 28	21						Recognize R				

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Sept 29	22	Begin the day with a song, poem, or finger play.			✓ Code Segmenting pages 2.2 and 2.3	Recognize S	Activity 8: with letters Q-U or A-U				
Oct 2	23				No-Glamour cards replace the StoryTown oral language.						Rhyming
Oct 3	24	Recognize U									
Oct 4	25	Recognize V									
Oct 5	26	The oral language in Story Town is to be used as an anticipatory set before the read aloud.	Blending	<ul style="list-style-type: none"> ➤ Oklahoma Phonological Awareness Lesson “Onset-rime Blending” ➤ 2, 3 and 4 syllables ➤ Onset-rime 	<ul style="list-style-type: none"> ✓ Code Blending page 1 or CC pages 24-25, 26-27 and 28-29 ✓ Code Blending page 2 	Recognize W	Neuhaus: Activity 3: Counting and match letters taught Activity 7: Instant Letter Recognition Chart #1, 2, 3 Activity 8: with letters V-Z or A-Z				
Oct 6	27					Recognize X					
Oct 9	28	Act 80 Day									
Oct 10	29		Segmenting	<ul style="list-style-type: none"> ➤ Oklahoma Phonological Awareness Lesson “Segmenting with Sound Boxes ” and/or “Segmenting 	<ul style="list-style-type: none"> ✓ Code Segmenting page 1 or CC pages 30-33 ✓ Code Segmenting pages 2.2 and 2.3 ✓ Code Segmenting page 3 or CC pages 45-46 	Recognize Y					
Oct 11	30					Recognize Z					
Oct 12	31					Review & Assessment					
Oct 13	32					Review & Assessment					

Send home Accessing the Code Note “Home Practice at the End of 1st Quarter” and “Home Practice of Lowercase Letters”

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			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			
		<p>Begin the day with a song, poem, or finger play.</p> <p>No-Glamour cards replace the StoryTown oral language.</p> <p>The oral language in Story Town is to be used as an anticipatory set before the read aloud.</p>		<ul style="list-style-type: none"> ➤ with Cubes” ➤ 3 and 4 syllables ➤ Beginning sound discrimination ➤ Isolating beginning sound 						
Oct 16	33		Rhyming	<ul style="list-style-type: none"> ➤ Discrimination of rhyming words – given 3 pictures choose the rhyming words ➤ Discrimination of rhyming words ➤ Production of rhyming words 	<ul style="list-style-type: none"> ✓ 5-6 sets of pictures cards; include 2 pictures that rhyme and 1 that does not ✓ 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 	m			1.1	
Oct 17	34					/m/			1.2	
Oct 18	35		Blending	<ul style="list-style-type: none"> ➤ Oklahoma Phonological Awareness Lesson “Phoneme Blending” ➤ 3 and 4 syllables ➤ Onset-rime ➤ 3 Phonemes 	<ul style="list-style-type: none"> ✓ Code Blending page 1 or CC pages 26-27, and 28-29 ✓ Code Blending page 2 ✓ Code Blending page 3 or CC pages 51-52 	s			1.3	
Oct 19	36					/s/			1.4	
Oct 20	37					r			1.5	
Oct 23	38		Segmenting	<ul style="list-style-type: none"> ➤ 3 and 4 syllables ➤ Beginning sound discrimination ➤ Isolating 	<ul style="list-style-type: none"> ✓ Code Segmenting page 1 or CC pages 30-33 ✓ Code Segmenting pages 2.2 and 2.3 	/r/			2.1	
Oct 24	39					†			2.2	
Oct 25	40					/†/			2.3	
Oct 26	41					n			2.4	

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			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			
		<p>Begin the day with a song, poem, or finger play.</p> <p>No-Glamour cards replace the StoryTown oral language.</p> <p>The oral language in Story Town is to be used as an anticipatory set before the read aloud.</p>		beginning sound	✓ Code Segmenting page 3 or CC pages 45-46					
Oct 30	42		Rhyming	<ul style="list-style-type: none"> ➤ Discrimination of rhyming words – given 3 pictures choose the rhyming words ➤ Discrimination of rhyming words ➤ Production of rhyming words 	<ul style="list-style-type: none"> ✓ 5-6 sets of pictures cards; include 2 pictures that rhyme and 1 that does not ✓ 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 	/n/			2.5	
Oct 31	43					p			3.1	
Nov 1	44					/p/			3.2	
Nov 2	45 ½ dismissal		<p>End of the 1st Quarter Assessments -Accessing the Code Phonological Awareness Test</p>							
Nov 3	46					c			3.3	
Nov 6	47					/c/			3.4	
Nov 7	48		Blending	<ul style="list-style-type: none"> ➤ 3 and 4 syllables ➤ Onset-rime ➤ 3 phonemes 	<ul style="list-style-type: none"> ✓ Code Blending page 1 or CC pages 26-27, and 28-29 ✓ Code Blending page 2 ✓ Code Blending page 3 or CC pages 51-52 	a			3.5	
Nov 8	49 2 hour delay					/ă/			4.1	
Nov 9	50					d			4.2	
Nov 10	51		/d/			4.3				
Nov 13	52		i			4.4				
Nov 14	53		/i/			4.5				
Nov 15	54		Segmenting	<ul style="list-style-type: none"> ➤ 3 and 4 syllables ➤ Isolating 	<ul style="list-style-type: none"> ➤ Code Segmenting page 1 or CC pages 30-33, 34-35 	g			5.1	

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			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					
Nov 16	55	Begin the day with a song, poem, or finger play.		beginning sound	➤ Code Segmenting page 3 or CC pages 45-46		/g/		5.2			
Nov 17	56						➤ Isolating ending sound	➤ Code Segmenting page 4 or CC pages 47-48		f		5.3
Nov 20	57									/f/		5.4
Nov 21	58			No-Glamour cards replace the StoryTown oral language.	Rhyming	➤ Discrimination of rhyming words – given 3 pictures choose the rhyming words ➤ Discrimination of rhyming words ➤ Production of rhyming words	✓ 5-6 sets of pictures cards; include 2 pictures that rhyme and 1 that does not ✓ 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		b		5.5	
Nov 22	59								/b/		6.1	
Nov 28	60								k		6.2	
Nov 29	61	/k/							6.3			
Nov 30	62											
Dec 1	63	The oral language in Story Town is to be used as an anticipatory set before the read aloud.	Blending	➤ 3 and 4 syllables ➤ Onset-rime ➤ 3 phonemes	✓ Code Blending page 1 or CC pages ✓ Code Blending page 2 ✓ Code Blending page 3 or CC pages 51-54		o		6.4			
Dec 4	64						/ö/		6.5			
Dec 5	65						l		7.1			
Dec 6	66						//		7.2			
Dec 7	67						h		7.3			
Dec 8	68						/h/		7.4			
Dec 11	69		Segmenting	➤ Isolating beginning sound ➤ Isolating ending sound ➤ 3 phonemes	➤ Code Segmenting page 3 or CC pages 45-46 ➤ Code Segmenting page 4 or CC pages 47-48 ➤ Code Segmenting page 6 or CC pages 57-58		w		7.5			
Dec 12	70						/w/		8.1			
Dec 13	71						x		8.2			
Dec 14	72						/x/		8.3			
Dec 15	73						e		8.4			
						/ë/		8.5				

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		Begin the day with a song, poem, or finger play.		<ul style="list-style-type: none"> rhyiming words ➤ Discrimination of rhyiming words ➤ Production of rhyiming words 	<ul style="list-style-type: none"> ➤ 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		No-Glamour cards replace the StoryTown oral language.	Blending	<ul style="list-style-type: none"> ➤ Onset-rime ➤ 3 phonemes 	<ul style="list-style-type: none"> ➤ Code Blending page 2 ➤ Code Blending page 3 or CC pages 51-54 	v			9.1
Dec 19	75						/v/			9.2
Dec 20	76						j			9.3
Dec 21	77						/j/			9.4
Jan 2	78						y			9.5
Jan 3	79		The oral language in Story Town is to be used as an anticipatory set before the read aloud.	Segmenting	<ul style="list-style-type: none"> ➤ Rotate between Isolating beginning sound and Isolating ending sound ➤ 3 phonemes ➤ Isolating middle sound 	<ul style="list-style-type: none"> ➤ Code Segmenting page 3 or CC page 45-46 (beginning), Code page 4 or CC pages 47-48 (ending) ➤ Code Segmenting page 6 or CC pages 57-58 ➤ Code Segmenting page 5 or CC pages 49-50 	/y/			10.1
Jan 4	80						z			10.2
Jan 5	81						/z/			10.3
Jan 8	82						u			10.4
Jan 9	83		Rhyming	<ul style="list-style-type: none"> ➤ Discrimination of rhyiming words – given 3 pictures choose the rhyiming words ➤ Discrimination of rhyiming words ➤ Production of rhyiming words 	<ul style="list-style-type: none"> ✓ 5-6 sets of pictures cards; include 2 pictures that rhyme and 1 that does not ✓ 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 	/ü/			10.5	
Jan 10	84					q			11.1	
Jan 11	85					/qu/			11.2	
Jan 12	86				End of the 2 nd Quarter Assessments -Accessing the Code Phonological Awareness Assessment Test		Send home Accessing the Code Note "Introduction to the Code Letter"		11.3	
Jan 16	87		Blending	➤ Onset-rime	➤ Code Blending page 2	Lesson A: ä	the		11.4	

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Feb 15	108	Begin the day with a song, poem, or finger play.						up	15.5								
Feb 20	109								and Isolating 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	Lesson F: x	a	but, in	16.1			
Feb 21	110								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	16.2		
Feb 22	111															16.3	
Feb 23	112																16.4
Feb 26	113																
Feb 27	114								17.1								
Feb 28	115									17.2							
Mar 1	116													17.3			
Mar 2	117														Lesson G: an	as	if, it
Mar 5	118	Segmenting	➤ 3 phonemes ➤ Isolating middle sound	➤ Code Segmenting page 6 or CC pages 57-58 ➤ Code Segmenting page 5 or CC pages 49-50	17.5												
Mar 6	119				18.1												
Mar 7	120					18.2											
Mar 8	121						18.3										
Mar 12	122	Lesson H: am	has	him, will				18.4									
Mar 13	123				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	18.5							
Mar 14	124					19.1											
Mar 15	125						19.2										
Mar 16	126	19.3															
Mar 19	127		End of the 3 rd Quarter Assessments -Accessing the Code Phonological Awareness Test and Spelling Test														
Mar 20	128				Lesson I:			did,	19.4								

No-Glamour cards replace the StoryTown oral language.

The oral language in Story Town is to be used as an anticipatory set before the read aloud.

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Mar 21	129	Begin the day with a song, poem, or finger play.	Blending	<ul style="list-style-type: none"> ➤ 3 phonemes ➤ 4 phonemes 	<ul style="list-style-type: none"> ➤ Code Blending page 3 or CC pages 51-54 ➤ Code Blending page 4 or CC pages 53-54 	s blends		sit	19.5							
Mar 22	130								20.1							
Mar 23	131								20.2							
Mar 26	132								20.3							
Mar 27	133								20.4							
Mar 28	134								20.5							
April 3	135								No-Glamour cards replace the StoryTown oral language.	Segmenting	<ul style="list-style-type: none"> ➤ 3 phonemes ➤ Isolating middle sound 	<ul style="list-style-type: none"> ➤ Code Segmenting page 6 or CC pages 57-58 ➤ Code Segmenting page 5 or CC pages 49-50 	Lesson J: l blends	you	get, ten	21.1
April 4	136															21.2
April 5	137															21.3
April 6	138															21.4
April 9	139	21.5														
April 10	140	22.1														
April 11	141	22.2														
April 12	142	22.3														
April 13	143	The oral language in Story Town is to be used as an anticipatory set before the read aloud.	Rhyming	<ul style="list-style-type: none"> ➤ Discrimination of rhyming words ➤ Production of rhyming words 	<ul style="list-style-type: none"> ✓ 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								22.4
April 16	144															22.5
April 17	145								23.1							
April 18	146								23.2							
April 19	147								23.3							
April 20	148								23.4							
April 23	149								23.5							
April 24	150								24.1							
April 25	151								24.2							
April 26	152								24.3							
April 27	153	Rhyming	<ul style="list-style-type: none"> ➤ Discrimination of rhyming words ➤ Production of rhyming words 	<ul style="list-style-type: none"> ➤ 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 M: ch	was	than, am	24.4								
April 30	154							24.5								
								Lesson N: th		then, them						

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May 1	155	Begin the day with a song, poem, or finger play.		Blending	➤ 3 phonemes	➤ Code Blending page 3 or CC pages 51-54 ➤ Code Blending page 4 or CC pages 53-54			25.1						
May 2	156				➤ 4 phonemes				25.2						
May 3	157								25.3						
May 4	158								25.4						
May 7	159				Segmenting				➤ 3 phonemes	✓ Code Segmenting page 6 or CC pages 57-58 ✓ Code Segmenting page 7	Lesson O: end blends		no, go	25.5	
May 8	160								➤ 4 phonemes					26.1	
May 9	161													26.2	
May 10	162				No-Glamour cards replace the StoryTown oral language.					Deletion	➤ Syllables Level 1 (week 31)	✓ CC pages 36-38 ✓ CC pages 39-41			26.3
May 14	163										➤ Syllables Level 2 (week 32-33)				26.4
May 15	164														26.5
May 16	165	The oral language in Story Town is to be used as an anticipatory set before the read aloud.		Rhyming	➤ Discrimination 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			27.1						
May 17	166				➤ Production of rhyming words				27.2						
May 18	167								27.3						
May 21	168			Blending	➤ 3 phonemes	➤ Code Blending page 3 or CC pages 51-54 ➤ Code Blending page 4 or CC pages 53-54			27.4						
May 22	169				➤ 4 phonemes				27.5						
May 23	170								28.1						
May 24	171	Lesson Q: REVIEW							28.2						
May 29	172									28.3					
May 30	173									28.4					
May 31	174	Lesson R: REVIEW		Segmenting	➤ 3 phonemes	➤ Code Segmenting page 6 or CC pages 57-58 ➤ Code Segmenting page 7			28.5						
June 1	175				➤ 4 phonemes				29.1						
June 4	176								29.2						
June 5	177			Deletion	➤ Initial phoneme (week 34) ➤ Final phoneme (week 35) ➤ Rotate initial and	➤ CC pages 63-65 ➤ CC pages 66-68 CC pages 63-68			29.3						

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				final (week 36)						
June 6	178					End of the 4 th Quarter Assessments -Accessing the Code Phonological Awareness 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.