

# FOUNDATIONS LEVEL K SCOPE AND SEQUENCE

## Kindergarten Curriculum Map

**By the end of Level K, kindergarten students will be able to:**

- Segment words in an oral sentence
- Segment words into syllables
- Segment syllables into sounds (phonemes)-up to three sounds
- Name all letters of the alphabet
- Write all manuscript letters in lower-case and upper-case
- Sequence letters of the alphabet
- Name sounds of the primary consonants and short vowels when given the letter
- Echo-read a passage with correct phrasing and expression
- Name corresponding letters) when given sounds of consonants and vowels
- **Read and spell approximately 200 CVC words** (consonant-vowel-consonant) example: map, wig
- Read and spell Trick Words or targeted high-frequency words: **the, a, and, is, was, of**
- Identify correct punctuation (period or question mark)
- Identify upper-case letter use for beginning of sentences and names of people
- Retell short narrative stories

TIER 1 WHOLE GROUP DAILY 30 MINUTE LESSON	TIER 2 SMALL GROUP LESSON (30 minutes three to five times per week for struggling general education students)
TIER 1B is individual targeted instruction during the lesson.	
<p><b><u>Unit 1 (12 weeks) AUGUST► NOVEMBER</u></b></p> <ul style="list-style-type: none"> <li>-Letter formations (a-z)</li> <li>-Letter name, keywords and sounds: short vowels, consonants</li> <li>-Word awareness</li> <li>-Print awareness</li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Echo-reading with correct tone and intonation (prosody)</li> </ul> <p><b><u>Unit 2 (3 weeks) DECEMBER► JANUARY</u></b></p> <ul style="list-style-type: none"> <li>-Letter formations (A-Z), Review (a-z)</li> <li>-Alphabetical order</li> <li>-Sound mastery (consonants, short vowels)</li> <li>-Syllable awareness</li> </ul>	<p><b>Units 1 through 2</b></p> <p><b>*Construct Tier 2 lessons based on Foundations diagnostic assessments.</b></p> <p><b>*Administer Foundations CBM biweekly to monitor progress.</b></p> <p><b><u>Day 1</u></b></p> <ol style="list-style-type: none"> <li>1. Drill sounds with focus on student needs</li> <li>2. Review letter formation with Foundations kinesthetic procedures: skywriting, student notebook, and “Echo Letter Formation”</li> </ol> <p><b><u>Day 2</u></b></p> <ol style="list-style-type: none"> <li>1. Drill sounds using large and standard sound cards</li> <li>2. Sequence alphabet with tiles</li> <li>3. Identify sound to letter through the “Echo Find Letters” procedure</li> </ol> <p><b><u>Day 3</u></b></p> <ol style="list-style-type: none"> <li>1. Drill sounds.</li> <li>2. “Word Play” activity from current unit/week</li> <li>3. Keyword Puzzle</li> </ol> <p><b><u>Day 4</u></b></p> <ol style="list-style-type: none"> <li>1. Drill sounds with focus on student needs</li> <li>2. Review letter formation with Foundations kinesthetic procedures: skywriting, student notebook, and “Echo Letter Formation”</li> </ol> <p><b><u>Day 5</u></b></p> <ol style="list-style-type: none"> <li>1. Drill Sounds</li> <li>2. Identify sound to letter through the “Echo Find Letters” procedure</li> <li>3. “Make It Fun” activity from current unit/week</li> </ol>

**Fundations Level K Scope and Sequence continued**

<p>TIER 1 WHOLE GROUP DAILY 30 MINUTE LESSON</p> <p>TIER 1B is individual targeted instruction during the lesson.</p>	<p>TIER 2 SMALL GROUP LESSON (30 minutes three to five times per week for struggling general education students)</p>
<p><b>Unit 3 (4 weeks) JANUARY► FEBRUARY</b></p> <ul style="list-style-type: none"> <li>-Rhyming</li> <li>-Phonemic awareness skills: sound manipulation (initial, final sounds)</li> <li>-Blending three sounds to read CVC words beginning with continuous consonant sounds</li> <li>-Story prediction</li> </ul> <p><b>-Read and write words</b> sample words: <b>sip, log, mat, rug</b></p> <p><b>Unit 4 (6 weeks) FEBRUARY► MARCH</b></p> <ul style="list-style-type: none"> <li>-Segmenting and spelling three-sound short vowel words</li> <li>-Blending and reading three-sound short vowel words</li> <li>-Phonemic awareness skills: sound manipulation with medial sounds</li> <li>-Narrative story structure</li> <li>-Beginning composition skills</li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> </ul> <p><b>-Read and write words</b> sample words: <b>top, dig, fox</b></p> <p><b>Unit 5 (6 weeks) MARCH► MAY</b></p> <ul style="list-style-type: none"> <li>-Blending and reading three-sound short vowel words</li> <li>-Segmenting and spelling three-sound short vowel words</li> <li>-Phonemic awareness skills: sound manipulation of initial, final, and medial sounds</li> </ul> <p><b>-Read and write Trick Words</b> Six words: <b>the, a, and, is, was, of</b></p> <ul style="list-style-type: none"> <li>-Sentence dictation procedures: capitalization, period, word spacing</li> <li>-Sentence proofreading procedures</li> <li>-Comparing narrative and expository text</li> <li>-Beginning composition skills</li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> </ul> <p><b>-Read and write words</b> sample words: <b>beg, sat</b></p>	<p><b>Units 3, 4 and 5</b></p> <p><b>*Construct Tier 2 lessons based on Foundations diagnostic assessments.</b> <b>*Administer Foundations CBM biweekly to monitor progress.</b></p> <p><b>Day 1</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds with focus on student needs</li> <li>2. Vowel extension activity (Target problem vowels)</li> <li>3. “Word Play” activity for current unit/week</li> <li>4. “Make It Fun” activity</li> </ol> <p><b>Day 2</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds using large and standard sound cards</li> <li>2. Identify sound to letter through the “Echo Find Letters” procedure</li> <li>3. Phoneme segmentation and spelling through “Echo/Find Words” procedure</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds.</li> <li>2. Vowel extension activity</li> <li>3. “Word Play” (blending)</li> <li>4. Dictation/Words (standard sound cards)</li> </ol> <p><b>Day 4</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds</li> <li>2. Review letter formation with Foundations kinesthetic procedures “Echo Letter Formation” (dry erase)</li> <li>3. Dictation/Words (dry erase)</li> </ol> <p><b>Day 5</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds</li> <li>2. Vowel extension activity</li> <li>3. “Word Play” from current unit/week</li> <li>4. “Make It Fun” activities from unit 3 or 4 (bingo)</li> </ol>