

KINDERGARTEN

Integrated Literacy Scope and Sequence

SAVVAS myView Literacy 2025 + Heggerty Bridge to Reading

2026-2027 School Year

Instructional model	myView builds knowledge, comprehension, vocabulary, oral language, and writing. Bridge to Reading provides the explicit foundational-skills sequence for phonemic awareness, phonics, encoding, red words, decoding, and fluency.
Year-end outcome	Students develop strong oral language, print concepts, phonological/phonemic awareness, alphabetic knowledge, early decoding/encoding, connected-text fluency, comprehension, and emergent writing for Grade 1 readiness.
Source basis	2025-2026 Kindergarten myView pacing guide and Kindergarten Bridge to Reading pacing guide, aligned to the revised 2026-2027 district calendar.

How the Two Programs Work Together

The programs are complementary, not interchangeable. myView lessons should retain their read-aloud, comprehension, knowledge, vocabulary, discussion, and writing purpose. Bridge to Reading should be protected as a separate daily explicit foundational-skills block. Teachers then create brief transfer opportunities by using already-taught phonics and red-word knowledge during shared reading, centers, dictation, and connected text.

Non-Negotiable Kindergarten Literacy Blocks

- Interactive read-aloud and knowledge/comprehension work using myView and related inquiry texts.
- Daily explicit phonemic-awareness and phonics instruction following Bridge to Reading's cumulative sequence.
- Encoding/dictation and red-word practice tied only to taught sound-spelling patterns.
- Connected decodable-text practice, with fluency routines beginning in January as specified.
- Oral language, conversation, vocabulary, drawing, shared writing, interactive writing, and independent emergent writing.
- Responsive small-group instruction based on observation, skill checks, student work, and diagnostics.

Year-at-a-Glance

Cycle / Dates	myView / Launch	IB Connection	Bridge to Reading	Priority Standards
1 September 3-18, 2026	Literacy Launch	Who We Are	BTR Weeks 1-2	KRF1, KRF2, KSL1, KSL5, KL6
2 September 22-October 23, 2026	Going Places	How We Organize Ourselves	BTR Weeks 3-6	KR1, KR2, KR3, KR6, KRF1, KRF2
3 October 26-December 4, 2026	Living Together	Sharing the Planet	BTR Weeks 7-11	KR1, KR2, KR3, KR5, KR7, KRF1, KRF2
4 December 7, 2026-January 29, 2027	Tell Me a Story	How We Express Ourselves	BTR Weeks 12-16	KR1, KR2, KR5, KR6, KRF1, KRF2
5 February 1-March 19, 2027	Then and Now	Where We Are in Place and Time	BTR Weeks 17-21	KR1, KR2, KR3, KR7, KR9, KRF1, KRF2
6 March 22-June 25, 2027	Outside My Door	How the World Works	BTR Weeks 22-34	KR1, KR3, KR5, KR6, KR7, KRF1, KRF2

The Bridge to Reading week number is the controlling sequence for foundational skills; calendar interruptions create review/catch-up days rather than skipped concepts.

Launch: Literacy Launch

September 3-18, 2026

IB connection	Who We Are
Essential question	How do readers and writers learn together?
myView genre / text type	Interactive read-aloud, oral language, environmental print, songs, and alphabet texts
Bridge to Reading alignment	BTR Weeks 1-2: routines; alphabet/print concepts; rhyme repetition; initial/final sound awareness; oral blending; compound-word segmentation and manipulation

Standards and Learning Outcomes

Standard	Kindergarten expectation
KRF1	Demonstrate understanding of print organization and basic print features.
KRF2	Demonstrate understanding of spoken words, syllables, and phonemes.
KSL1	Participate in collaborative conversations with peers and adults in groups and during play.
KSL5	Create or use visual displays to support descriptions.
KL6	Use words and phrases acquired through conversation, reading, read-aloud, and response.

Student-Friendly Learning Targets

- I can follow print from left to right and top to bottom.
- I can recognize that print carries meaning.
- I can participate in conversations and play-based literacy.
- I can identify letters and connect spoken words to sounds.
- I can blend, segment, and manipulate larger sound units orally.

Launch Texts and Experiences

Use classroom and school texts, names, labels, songs, poems, alphabet texts, interactive read-alouds, and play-based oral-language experiences to establish community and literacy routines.

Approaches to Learning (ATL)

Communication; social skills; self-management

Assessment Evidence

- Routines/procedures and entry observations
- Letter-name, print-concept, and phonological-awareness baseline
- Family communication and oral-language observation

Unit 1: Going Places

September 22-October 23, 2026

IB connection	How We Organize Ourselves
Essential question	How do people and places help us learn and grow?
myView genre / text type	Realistic fiction and informational text
Bridge to Reading alignment	BTR Weeks 3-6: letter-sound introduction m, s, a; n, f, v; b, t, short i; k, p, d. Rhyme recognition, initial/final sounds, syllable blending/segmentation. Red words begin: the, a, I, see.

Standards and Learning Outcomes

Standard	Kindergarten expectation
KR1	Develop and answer questions about literary and informational text.
KR2	Retell stories or share key details from a text.
KR3	Identify characters, settings, major events, or pieces of information in a text.
KR6	Name the author and illustrator and explain each role in presenting ideas.
KRF1	Demonstrate understanding of print organization and basic print features.
KRF2	Demonstrate understanding of spoken words, syllables, and phonemes.

Student-Friendly Learning Targets

- I can identify and describe characters using evidence.
- I can describe plot and setting.
- I can ask and answer questions.
- I can find main idea using details.
- I can discuss author's purpose and make connections.

myView Knowledge and Comprehension Sequence

Week / Phase	Core Text	Comprehension Emphasis
1	Mission Accomplished	Identify and describe characters using evidence
2	Too Many Places to Hide	Describe plot and setting
3	At the Library	Ask and answer questions
4	Where Is Twister?	Find main idea using details
5	A Visit to the Art Store	Discuss author's purpose and make connections

Approaches to Learning (ATL)

Research; thinking; communication

Assessment Evidence

- NWEA MAP Growth - Fall: Sept. 14-25, 2026
- iReady Diagnostic - BOY: Oct. 5-16, 2026
- myView weekly Progress Checkups / Week 1-5 assessments
- BTR encoding and skill checks

Integration note: During myView lessons, reinforce only Bridge to Reading patterns already taught. Do not use the myView phonics sequence to reorder or accelerate the BTR progression.

Unit 2: Living Together

October 26-December 4, 2026

IB connection	Sharing the Planet
Essential question	How do living things move, work, and live together?
myView genre / text type	Informational, fiction, and persuasive text
Bridge to Reading alignment	BTR Weeks 7-11: g, hard c/k, short o; h, r, l; w, j, short e; z, soft c/s, y; qu and short u with letter-sound review. Move from onset-rime to phoneme-level blending/segmenting. Red words: is, was, and, look, to, do, for, or, you, of.

Standards and Learning Outcomes

Standard	Kindergarten expectation
KR1	Develop and answer questions about literary and informational text.
KR2	Retell stories or share key details from a text.
KR3	Identify characters, settings, major events, or pieces of information in a text.
KR5	Identify literary and informational texts.
KR7	Describe the relationship between illustrations and the text.
KRF1	Demonstrate understanding of print organization and basic print features.
KRF2	Demonstrate understanding of spoken words, syllables, and phonemes.

Student-Friendly Learning Targets

- I can find main idea and supporting details.
- I can make inferences.
- I can identify text structure and features.
- I can identify and describe characters.
- I can make and confirm predictions.
- I can connect illustrations and text.

myView Knowledge and Comprehension Sequence

Week / Phase	Core Text	Comprehension Emphasis
1	Animals on the Move	Find main idea and supporting details
2	From Nectar to Honey	Make inferences
3	Do We Need This?	Identify text structure and features
4	Open Wide	Identify and describe characters
5	Run, Jump, and Swim	Make and confirm predictions

Approaches to Learning (ATL)

Research; thinking; communication

Assessment Evidence

- myView weekly Progress Checkups / Week 1-5 assessments
- BTR review of Units 1-2 and weekly encoding checks
- ELA Benchmark #1: Dec. 7, 2026 (if administered in Kindergarten)

Integration note: During myView lessons, reinforce only Bridge to Reading patterns already taught. Do not use the myView phonics sequence to reorder or accelerate the BTR progression.

Unit 3: Tell Me a Story

December 7, 2026-January 29, 2027

IB connection	How We Express Ourselves
Essential question	How do stories teach, entertain, and connect us?
myView genre / text type	Folktale, fairy tale, poetry, fiction, and myth
Bridge to Reading alignment	BTR Weeks 12-16: explicit short-vowel/CVC work begins with m, s, p, short a; add t, n and plural -s; b, c, f, short i; h, r; then d, g, l, short o. Blend/segment 2- then 3-phoneme words. Red words include come, some, play, my, by, help, her, had, on, got, not.

Standards and Learning Outcomes

Standard	Kindergarten expectation
KR1	Develop and answer questions about literary and informational text.
KR2	Retell stories or share key details from a text.
KR5	Identify literary and informational texts.
KR6	Name the author and illustrator and explain each role in presenting ideas.
KRF1	Demonstrate understanding of print organization and basic print features.
KRF2	Demonstrate understanding of spoken words, syllables, and phonemes.

Student-Friendly Learning Targets

- I can discuss theme or lesson.
- I can visualize details.
- I can compare and contrast stories.
- I can make inferences.
- I can discuss rhyme and rhythm.
- I can describe plot and make connections.

myView Knowledge and Comprehension Sequence

Week / Phase	Core Text	Comprehension Emphasis
1	How Anansi Got His Stories	Discuss theme or lesson
2	The Gingerbread Man / The Story of the Cornbread Man	Visualize details
3	Duck Meets the Moon / Humpty Dumpty / Hickory Dickory Dock	Compare and contrast stories
4	The Best Story	Make inferences
5	Mosni Can Help	Discuss rhyme and rhythm

Approaches to Learning (ATL)

Thinking; social; communication

Assessment Evidence

- myView weekly Progress Checkups / Week 1-5 assessments
- BTR weekly Day 5 encoding checks
- iReady Diagnostic - MOY: Jan. 11-22, 2027
- Begin connected-text fluency monitoring in January

Integration note: During myView lessons, reinforce only Bridge to Reading patterns already taught. Do not use the myView phonics sequence to reorder or accelerate the BTR progression.

Unit 4: Then and Now

February 1-March 19, 2027

IB connection	Where We Are in Place and Time
Essential question	How do people, places, and ideas change over time?
myView genre / text type	Narrative nonfiction and fiction
Bridge to Reading alignment	BTR Weeks 17-21: j, k, -ck; short e with w, z, v, x, y; qu and short u review; then double consonants - ll, -ss, -ff, -zz. Continue 3-phoneme blending/segmentation and begin digraph preparation. Red words include go, so, no, like, we, me, be, he, have, has, want, are, all, off.

Standards and Learning Outcomes

Standard	Kindergarten expectation
KR1	Develop and answer questions about literary and informational text.
KR2	Retell stories or share key details from a text.
KR3	Identify characters, settings, major events, or pieces of information in a text.
KR7	Describe the relationship between illustrations and the text.
KR9	Make connections among self, text, and the world.
KRF1	Demonstrate understanding of print organization and basic print features.
KRF2	Demonstrate understanding of spoken words, syllables, and phonemes.

Student-Friendly Learning Targets

- I can make self, text, and world connections.
- I can find important details and main idea.
- I can make inferences.
- I can describe setting using visualization.
- I can use text features.
- I can determine theme and ask questions.

myView Knowledge and Comprehension Sequence

Week / Phase	Core Text	Comprehension Emphasis
1	Cars Are Always Changing	Make self, text, and world connections
2	Uncovering the Past	Find important details and main idea
3	Grandma's Phone	Make inferences
4	Changing Laws, Changing Lives: Martin Luther King, Jr.	Describe setting using visualization
5	Tempura, Tempura	Use text features

Approaches to Learning (ATL)

Communication; thinking; research

Assessment Evidence

- myView weekly Progress Checkups / Week 1-5 assessments
- BTR weekly encoding, decoding, and fluency checks
- ELA Benchmark #2: March 8, 2027 (if administered in Kindergarten)
- WIDA ACCESS for Kindergarten ELLs: Feb. 8-12, 2027

Integration note: During myView lessons, reinforce only Bridge to Reading patterns already taught. Do not use the myView phonics sequence to reorder or accelerate the BTR progression.

Unit 5: Outside My Door

March 22-June 25, 2027

IB connection	How the World Works
Essential question	How can observing the world help us understand patterns and change?
myView genre / text type	Informational text, poetry, and drama
Bridge to Reading alignment	BTR Weeks 22-34: digraphs sh, ch, wh, th; consonant blends (L, S, R); then CVCe long vowels a, i, o, u, long e, and y as a vowel; review and cumulative decodable practice. Advance to 4-phoneme blending/segmentation and manipulation of final phonemes and vowels.

Standards and Learning Outcomes

Standard	Kindergarten expectation
KR1	Develop and answer questions about literary and informational text.
KR3	Identify characters, settings, major events, or pieces of information in a text.
KR5	Identify literary and informational texts.
KR6	Name the author and illustrator and explain each role in presenting ideas.
KR7	Describe the relationship between illustrations and the text.
KRF1	Demonstrate understanding of print organization and basic print features.
KRF2	Demonstrate understanding of spoken words, syllables, and phonemes.

Student-Friendly Learning Targets

- I can connect illustrations and text to infer.
- I can identify structure and important details.
- I can discuss rhyme and rhythm.
- I can compare and contrast texts.
- I can ask and generate questions.
- I can describe characters in drama and create new understanding.

myView Knowledge and Comprehension Sequence

Week / Phase	Core Text	Comprehension Emphasis
1	Weather Around the World	Connect illustrations and text to infer
2	A Desert in Bloom	Identify structure and important details
3	Wehh-dooj, It's Raining / Ees-aw-hah'ees-aeH, The Sun Shining	Discuss rhyme and rhythm
4	Tornado Action Plan	Compare and contrast texts
5	Who Likes Rain?	Ask and generate questions

Approaches to Learning (ATL)

Self-management; research; thinking

Assessment Evidence

- myView weekly Progress Checkups / Week 1-5 assessments
- BTR weekly encoding, decoding, connected-text, and fluency checks
- iReady Diagnostic - EOY: May 17-28, 2027
- NWEA MAP Growth - Spring: June 1-11, 2027
- End-of-year literacy portfolio and Grade 1 readiness evidence

Integration note: During myView lessons, reinforce only Bridge to Reading patterns already taught. Do not use the myView phonics sequence to reorder or accelerate the BTR progression.

Bridge to Reading: 34-Week Foundational-Skills Map

This map preserves the sequence in the supplied Bridge to Reading guide while relocating it to the 2026-2027 instructional calendar. Teachers should use the adopted BTR lesson materials for full routines, word lists, dictation, and assessment directions.

Week	Phonemic Awareness	Phonics	Red Words	Connected Text / Practice
1	Rhyme repetition; initial/final sounds; blend words; segment/manipulate compound words	Alphabet introduction; consonant/vowel print concepts	--	Oral language / alphabet text
2	Continue Week 1 skills	Alphabet and print concepts	--	Oral language / alphabet text
3	Rhyme recognition; initial/final sounds; blend/segment/manipulate syllables	m, s, short a	--	Teacher-selected practice
4	Continue syllable work	n, f, v	--	Teacher-selected practice
5	Continue syllable work	b, t, short i	the, a	Teacher-selected practice
6	Continue syllable work	k, p, d	I, see	Teacher-selected practice
7	Rhyme; initial/final sounds; onset-rime; initial-phoneme manipulation	g, hard c/k, short o	is, was	Teacher-selected practice
8	Continue onset-rime and initial-phoneme work	h, r, l	and, look	Teacher-selected practice
9	Continue onset-rime and initial-phoneme work	w, j, short e	to, do	Teacher-selected practice
10	Continue onset-rime and initial-phoneme work	z, soft c/s, y	for, or	Teacher-selected practice
11	Begin phoneme-level blending/segmentation; cumulative review	qu, short u; review letter sounds	you, of	Teacher-selected practice
12	Rhyme production; isolate sounds; blend/segment 2 phonemes	m, s, p, short a	come, some	At the Zoo
13	Blend/segment phonemes; manipulate initial phonemes	m, s, p, a, t, n; plural -s	play	Sam and Nan Play
14	Isolate medial sounds; blend/segment 3 phonemes	b, c, f, short i	my, by	Can It Fit?
15	Continue 3-phoneme work	b, c, f, i, h, r	help, her	Pam Hit It
16	Continue 3-phoneme work	d, g, l, short o	had, on, got, not	Lil and Don Play
17	Continue 3-phoneme work	d, g, l, o, j, k, -ck	go, so, no, like	Kim's Dog Jack
18	Continue 3-phoneme work	w, z, v, short e	we, me, be, he	Ten Red Hens
19	Continue 3-phoneme work	w, z, v, e, x, y	have, has	Fox's Box
20	Review initial/medial sounds and 3-phoneme manipulation	qu, short u; -ck; plural -s; cumulative review	want, are	The Ducks Are Up; The Big Red Hat; Can It Dig?
21	Blend/segment 3 phonemes; initial manipulation	Double consonants -ll, -ss, -ff, -zz	all, off	Jill's Big Mess
22	Final-phoneme isolation; digraph awareness	sh	she, said	Josh's Shed
23	Continue final digraph isolation and manipulation	ch, wh	where, from, what	Chick and Kit
24	Continue 3-phoneme work with digraphs	th	they, there	The Big Dog Gets a Bath; Bess Gets a Ball; The Mom and Pop Shop
25	Blend/segment 4 phonemes; medial/final isolation; manipulate blend onset	L blends	find, just	The Clock Gets Fixed
26	Continue 4-phoneme work	L and S blends	how, down, now	A Swim and a Snack

Week	Phonemic Awareness	Phonics	Red Words	Connected Text / Practice
27	Continue 4-phoneme work	L, S, and R blends	once, one	Frog in a Storm; Grandma Has a Drill; We All Help Clean
28	Blend/segment 4 phonemes; manipulate final phonemes	CVCe long a and i	your	Jane's Cape
29	Continue final-phoneme manipulation	CVCe long o and u	use	My Dog Duke
30	Cumulative 4-phoneme practice	Review CVCe long a, i, o, u	review	Mole Looks for a Home
31	Medial isolation; substitute vowels	Long e; y as a vowel	review	I Spy
32	Continue long-vowel review and vowel substitution	Long-vowel review	review	A Whale in My Sleep
33	Cumulative blending, segmentation, and manipulation	Cumulative review	review	Ben's Mule
34	Cumulative review and transfer	Cumulative review	review	Spot Will Not Do That; Farmer Luke Sleeps; Lake Hills Drive

Assessment and Data Cycle

Evidence	Purpose	Instructional Response
Daily observation	Monitor oral language, engagement, print concepts, phonemic awareness, decoding, encoding, comprehension, and writing.	Adjust modeling, pacing, grouping, materials, and next-day practice.
BTR Day 5 checks	Determine mastery of the week's cumulative foundational skill and encoding concept.	Reteach within the sequence; add cumulative practice without skipping ahead.
myView Progress Checkups	Monitor comprehension and transfer in weekly texts.	Reteach the specific comprehension process using a fresh read-aloud or shared text.
Diagnostics / benchmarks	Monitor growth and identify children needing more diagnostic follow-up.	Triangulate with observation and student work; use developmentally appropriate settings and breaks.
Portfolio / family evidence	Document growth in drawing/writing, oral language, decoding, fluency, and comprehension.	Set a concrete next step and communicate progress in family-friendly language.

Developmental Access and Differentiation

- Use brief, explicit, playful routines with many opportunities to respond, manipulate sounds, move, speak, read, and write.
- Provide articulation cues, mirrors, mouth pictures, manipulatives, Elkonin boxes, letter tiles, sound walls, and cumulative visual supports.
- Honor multilingual learners' full language repertoires; distinguish language acquisition from phonological or decoding difficulty.
- Use small groups for additional practice in already-taught skills, not a separate competing phonics scope and sequence.
- Provide decodable text matched to taught patterns while continuing rich read-alouds well above children's independent reading level.
- Accelerate through deeper application, word building, sentence dictation, vocabulary, and additional controlled text rather than skipping cumulative foundations.

Implementation Notes and Source Normalization

- The source PDF metadata labels the myView file 'Grade 3 Pacing Guide,' but the document content is Kindergarten and was treated as such.
- Prior-year holiday and pacing dates were replaced with the revised 2026-2027 district calendar.
- The myView guide explicitly directs teachers to exclude its phonics/phonemic-awareness strand and use Bridge to Reading; this integrated document follows that direction.
- Grade 1 reading standards listed as readiness extensions in myView Unit 5 are not substituted for Kindergarten core standards.
- BTR Unit 6 is retained as Weeks 28-34 even though one source heading references Unit 5 materials; the week-level phonics sequence controls.

2026-27 Kindergarten Assessment Calendar

This calendar includes the diagnostic, benchmark, and language-proficiency windows relevant to Kindergarten. Grades 3-8 state ELA/Math and Grade 5 science assessments are intentionally excluded.

Assessment	2026-27 Placement	Applies To	Spacing / Rationale
NWEA MAP Growth - Fall	Sept. 14-25, 2026	Kindergarten	Early benchmark; coordinate individual/small-group administration and developmental access.
iReady Diagnostic - BOY	Oct. 5-16, 2026	Kindergarten	Four to six weeks after school begins, consistent with Kindergarten guidance.
ELA Benchmark #1	Dec. 7, 2026	Kindergarten - if administered	Confirm local Kindergarten participation and use developmentally appropriate administration.
Math Benchmark #1	Oct. 19, 2026	Kindergarten / cross-content	Shown for schoolwide planning and device coordination.
iReady Diagnostic - MOY	Jan. 11-22, 2027	Kindergarten	Approximately 13-15 weeks after BOY.
WIDA ACCESS	Elementary: Feb. 8-12, 2027	Kindergarten ELLs only	District finalizes days by roster and Kindergarten test form requirements.
ELA Benchmark #2	March 8, 2027	Kindergarten - if administered	Confirm local participation; use alongside classroom and foundational-skills evidence.
Math Benchmark #2	Suggested: March 12, 2027	Kindergarten / cross-content	Staggered from ELA to reduce assessment load.
iReady Diagnostic - EOY	May 17-28, 2027	Kindergarten	Approximately 17-18 weeks after MOY.
NWEA MAP Growth - Spring	June 1-11, 2027	Kindergarten	Closes the yearlong growth cycle.