

NCSU Kindergarten Scope and Sequence

Word Study Best Practice, NCSU

Lesson Templates: <ul style="list-style-type: none">• Heidi Mesmer• Six Shifts• LETRS	Trimester 1 Assessment	Trimester 2 Assessment	Trimester 3 Assessment
PHONOLOGICAL AWARENESS The awareness of and ability to work with sounds in spoken language. NCSU Kindergarten teachers will use <i>Heggarty Phonemic Awareness</i> for daily explicit systematic instruction.			
LETTER KNOWLEDGE: Refers to what students need to know about the graphic characters in the alphabet-how letters look, how to distinguish one from another, how to detect them within continuous print, how to use them in words, and names we use to talk about them.			
	Recognize letters Name letters Categorize letters by features	Recognize and point to uppercase letters and lowercase letters	Alphabetical order of letters
LETTER SOUND RELATIONSHIPS: Sounds are connected to individual letters and groups of letters.			
<p>This recommendation is a moderate pace sequence. Follow a pace and sequence that reflects your students' needs. Review the sounds previously introduced daily. Once /a/ and /o/ are introduced, start building words for students to read and write. The sounds in this sequence are introduced in 4 categories: voiced and unvoiced consonants, consonants with shared features and singles.</p> <p>Depending on the program your school uses, the pacing and sequence may differ, however, the goal is all sounds are introduced in Trimester 1 and the first half of Trimester 2 with mastery in Trimester 2 and 3.</p>	Week 1: p, b, t, d, f, v Week 2: k, g, qu, th, <u>th</u> Week 3: a, o Week 4: m, n, ng Week 5: l, r, u, s, z Week 6: sh, zh, ch, j, i Week 7: w, h, wh Week 8: x, y, e	Reading and Spelling: Sound mastery of predictable consonants Sound mastery of predictable short vowels Long vowels associated with single letters a, e, ,i, o, u (me, go, he) Reading: Digraphs: : sh, th, ch, wh	
SPELLING PATTERNS: Knowing spelling patterns helps students notice and use larger parts of words, thus making word solving faster and easier.			
	Reading: VC rimes (at, ap, ag...) CVC words Building cvc words with manipulatives	Reading and Spelling: CVC words	Reading: <ul style="list-style-type: none">• CVC words with digraphs• VCe words with long vowels Reading and Spelling: <ul style="list-style-type: none">• Multisyllabic words with closed syllables (napkin)• Long vowels

			associated with single letters (me, go, he)
HIGH FREQUENCY WORDS (Fry Sight Word List): Words that are high leverage because of how often they are used in text. Use the Fry Sight Word list to select words for instruction. Begin teaching after 21+ letter sounds are known.			
Decodable: i.e. <i>but, him, yes</i> <ul style="list-style-type: none">Teach during phonics lessons when aligned with scope and sequenceAllows students to make sense of spelling pattern within the wordsUnless...students are not at that stage	Levels A/B: am, at, can got, in, is, go, no we, me		Levels C/D: and, has, help, this, went
Irregular i.e. <i>said, you, from</i> <ul style="list-style-type: none">Teach only 1-3 at a timeContain some sounds that students know within wordParts need to be memorized	the, my, see like, look, my, you		are, come, for, going, here, said, down, they, where, your
Irregular but Similar <ul style="list-style-type: none">Words that share the same irregularity and can be taught at the same time.<i>Could, should, would</i><i>Have, love, live</i>			play, away, she, he
WORD STRUCTURE: Words are related to one another and can be changed by adding letters, letter clusters and larger word parts. The understanding of base words, affixes and word roots (Greek or Latin origins) as well as the meaning and structure of syllables, compound words, contractions, plurals and possessives....			
	Syllables: Closed		
WORD MEANING: Students need to know the meaning of the words in texts they read, and they need a continually expanding vocabulary to use when speaking and writing.			
	Concept words: color names, number words, days of the week, months of the year, seasons		
HANDWRITING: Students K-2 should be following the same agreed upon program of action for handwriting in their school.			
	Letter formation (a-z)	Letter formation (A-Z, a-z)	Letter formation practice
WRITING APPLICATION			
	Interactive Writing		

	Sentence dictation procedures: capitalization, period, word spacing (also taught in Writers' Workshop)
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