

Level of Awareness	Skill	Example
Word	Segmentation	The dog is sleeping. How many words are there in that sentence? (signal.) <i>Four.</i>
Syllable	Blending	Listen. Mail...box. What is the whole word? (Signal.) <i>Mailbox.</i> Listen. Ba...na...na. What is the whole word? (Signal.) <i>Banana.</i>
	Segmentation	Say the two parts in mailbox. (Signal.) <i>Mail...box.</i> Say the parts in banana. (Signal.) <i>Ba...na...na.</i>
	Deletion	Say mailbox without box. (Signal.) <i>Mail.</i>
Onset-Rime	Recognition	Do these words rhyme: box...ball? (Signal.) <i>No.</i> (Signal.) Mat...cat? (Signal.) <i>Yes.</i>
	Production	Tell me a word that rhymes with cat. (Signal.) <i>Mat, sat, bat.</i>
	Blending	What word do these sounds make: /m/.../an/? (Signal.) <i>Man.</i>
Phoneme	Isolation	What is the first sound you hear in mat? (Signal.) <i>/m/</i> What is the last sound you hear in mat? (Signal.) <i>/t/</i> What is the middle sound you hear in mat? (Signal.) <i>/a/</i>
	Blending	What word am I trying to say: /s/ /a/ /t/? (Signal.) <i>Sat.</i>
	Segmentation	What sounds do you hear in sat? (Signal.) <i>/s/ /a/ /t/.</i> How many sounds are in sat? (Signal.) <i>Three.</i>

PRONUNCIATION GUIDE

Symbol	Pronounced	As in	Voiced or Unvoiced*	Introduced in Lesson
a	aaa	<u>and</u>	v	1, 12
m	mmm	<u>ram</u>	v	4, 11
s	sss	<u>bus</u>	uv	9, 16
e	eee	<u>eat</u>	v	19
r	rrr	<u>bar</u>	v	23
d	d	<u>mad</u>	v	27
f	fff	<u>stuff</u>	uv	31
i	iii	<u>if</u>	v	34
th	ththth	<u>this</u> and <u>bathe</u> (not thing)	v	38
t	t	<u>cat</u>	uv	41
n	nnn	<u>pan</u>	v	44
c	c	<u>tack</u>	uv	48
o	ooo	<u>ox</u>	v	51
a	aaa	<u>ate</u>	v	58
h	h	<u>hat</u>	uv	61
u	uuu	<u>under</u>	v	64
g	g	<u>tag</u>	v	68
l	lll	<u>pal</u>	v	72
w	www	<u>wow</u>	v	76
sh	shshsh	<u>wish</u>	uv	80

*Voiced sounds are sounds you make by vibrating your vocal chords. You do not use your vocal chords for unvoiced sounds—you use air only. To feel the difference between voiced and unvoiced sounds, hold your throat lightly and say the sound *vvv*. You will feel your vocal chords vibrating. Then, without pausing, change the sound to *fff*. The vibrations will stop. The only difference between the sounds is that the *vvv* is voiced and the *fff* is not.



Symbol	Pronounced	As in	Voiced or Unvoiced*	Introduced in Lesson
I	(the word I)		v	88
k	k	<u>tack</u>	uv	92
o	oōō	<u>over</u>	v	98
v	vvv	<u>love</u>	v	102
p	p	<u>sap</u>	uv	108
ch	ch	<u>touch</u>	uv	113
e	eee	<u>end</u>	v	118
b	b	<u>grab</u>	v	121
ing	iiing	<u>sing</u>	v	124
I	iii	<u>ice</u>	v	127
y	yyy	<u>yard</u>	v	131
er	urr/err	<u>brother</u>	v	135
x	ksss	<u>ox</u>	uv	139
oo	oooo	<u>moon</u> (not look)	v	142
J	i	<u>judge</u>	v	145
Y	iii/yyy	<u>my</u>	v	149
wh	www or wh	<u>why</u>	v or uv	152
qu	kwww (or koo)	<u>quick</u>	v	154
z	zzz	<u>buzz</u>	v	156
ū	ūūū	<u>use</u>	v	158

Reading Mastery, SRA

Scope and Sequence

We Can! Pre-K Curriculum: Skills at a Glance

The chart below details when during the year the *We Can!* curriculum introduces each Literacy and Math skill. The curriculum provides the flexibility for teachers to modify the suggested introduction times according to their assessment of children's needs and development.



Month	Phonological Awareness	Pre-Writing	Colors and Color Words	Math: Shapes, Numbers, and Number Words
August	Introduce letters/sounds: o, a	Introduce three strokes: Up & around Touch, pull down Touch, push over	Introduce: red, yellow	Introduce shapes: circle, square
September	Introduce letters/sounds: c, d, g, s, f Review: o, a	Practice three strokes: Up & around Touch, pull down Touch, push over	Introduce: blue	Introduce shapes: heart, star, rectangle
October	Introduce letters/sounds: l, i, t, j, b, k Review: o, a, c, d, g, s, f	Introduce two strokes in Week 4: Slant down to the right Slant left and down	Introduce: orange, black, brown	Introduce shapes: oval, triangle, diamond, octagon
November	Practice letter sounds and names introduced	Practice five strokes Create geometric shapes using strokes	Introduce: green, purple	Introduce: number 1, one Review shapes
	Practice blending letter	Create geometric shapes	Introduce:	Review:

Scope and Sequence

December	sounds using letters introduced	using strokes	pink, white	number 1, one and shapes
January	Introduce letters/sounds: m, n, r, h, p Review letters introduced	Use strokes to create letters: o, a, c, d, g, s, f	Add black to colors to teach contrast or dark colors	Introduce numbers: 0, zero 2, two Review 0,1,2, and shapes
February	Introduce letters/sounds: u, v, w, x, y Review letters introduced	Use strokes to create letters: o, a, c, d, g, s, f, l, i, t, j, b, k, and draw shapes	Add white to red paint to show light colors	Introduce numbers: 3, three 4, four 5, five 6, six Review 0-6, and shapes
March	Introduce letters/sounds: e, z, q Review all letters	Use strokes to print all letters of alphabet and draw shapes	Add white to all colors to introduce pastels	Introduce numbers: 7, seven 8, eight Review 0-8, and shapes
April	Blend CVC letter sounds (consonant/vowel/consonant)	Use strokes to print all letters of alphabet and draw shapes. Work on alignment and spacing	Mix three colors to introduce tertiary colors	Introduce numbers: 9, nine 10, ten Review 0-10, and shapes
May	Review Assess	Review Assess	Review Assess	Review Assess

Vocabulary Words
Reading/Language Arts

Grade Level	cc	Word (common core words are bolded)	Definition
K		ABC order	Words put in alphabetical order
K	RF: K.1d	ABC's	The alphabet
K	RL: K.10 RI: K.10	activities	Things that people spend time doing.
K	RF: K.2f	added	To unite or combine
K	SL: K.5	additional	more; added
K	L: K.5	adjective	A word that describes someone or something. Example: beautiful, green
K	RL: K.9	adventures	A trip or activity that is dangerous or exciting.
K	RF: K.1d	alphabet	A character set that includes letters and is used to write a language
K	SL: K.4	animals	A living creature that is not a plant or a human.
K	RL: K.1,K.4 RI: K.1,K.4 SL: K.3	answer	What you say or write after someone asks you a question; a reply.
K	RL: K.1 RI: K.4 SL: K.2,K.3	ask	To put a question to someone for information about something.
K	SL: K.6	audience	Those reached by means of television, radio, or printed matter.
K	RL: K.6,K.8 RI: K.6 RF: K.4 W: K.7 L: K.5	author	A person who writes books, stories, or plays
K	RI: K.5	back	The side opposite the front or located behind the front
K	RF: K.2e	beginning sound	The first sound you hear in a word
K	RL: K.2 RF: K.2e	beginning, middle, end	The first part of something, the central part of something, and the last part of something.
K	RF: K.1c	between	The area inside two points or objects.
K	RF: K.2b,K.2c,K.2d	blend	To add together so that there no longer seem to be separate parts.
K	RL: K.6,K.10 RI: K.5,K.6 W: K.8	book	Text that gives information, or explanation about something

Grade Level	cc	Word (common core words are bolded)	Definition
K	W: K.1	book title	A name given to a book
K	RF: K.1a	bottom	The opposite of top; the lowest part of something.
K	L: K.5	brainstorm	A sudden plan or idea
K	RF: K.1d L: K.1	capital/capitalize	A big letter in the alphabet often used on the first letter of a word at the beginning of a sentence, or the first letter of the name of a person or place.
K	RI: K.3	cause	Identifies the “why” of an event
K	RL: K.2,K.3,K.7,K.9	character	A person in a story, play, or movie.
K	L: K.4	choose	To pick from a group
K	W: K.6	collaborate	Working together toward a common goal.
K	W: K.3	combine	To bring or join together into a whole.
K	SL: K.4	community workers	People that provide a service in your neighborhood, such as teachers, firemen, doctors.
K	RL: K.9	compare/contrast	How two things are alike and how they are different
K	W: K.2	compose	To create or write
K	W: K.8	computer	An electronic machine that is used to store, sort, and work with information at a high speed.
K	RL: K.3	conclusion	An opinion that you form after thinking about many things. Also means an ending or result.
K	RI: K.3	connection	A relationship or association.
K	RL: K.10	content	Whatever is held or contained in something.
K	SL: K.1 L: K.6	conversation	An exchange of ideas between two or more people
K	RI: K.10	cooperate	To work with other people for a common purpose.
K	RF: K.2b	count	To give each thing in a group a number to learn how many there are.
K	RI: K.5	cover	Something that you put on something else to protect it.
K	RI: K.7	depict	To show, describe, or portray in a painting, sculpture, or written work.
K	RI: K.7 SL: K.4,K.5 L: K.5	describe	To tell or write about something, giving a clear image
K	SL: K.5	describe/description	To tell or write about something, giving a clear image
K	SL: K.5	describing words	Words that explain with details; adjectives.

Academic Vocabulary Words Mathematics

Grade Level	CC	Word (common core words are bolded)	Definition
K	K.G.3,4	2-dimensional	Lying flat
K	K.G.3,4	3-dimensional	solid shapes; having points or sides that are not all on one plane
K	K.G.1	above	On top of/over; indicates location of an object
K	K.OA.1,2,4,5	add/addition	To bring two or more numbers (or things) together to make a new total
K		addend	Any of the numbers that are added together
K		alike	same size, quantity, or amount
K	Power Word	analyze	Examining parts to understand how they work together
K	K.CC.1,4,4a,6,7 K.OA.1,2,5 K.NBT.1 K.MD.2,3 K.G.1,4,5	and	to combine; put together two or more quantities
K	K.CC.5	array	A set of objects arranged in rows and columns.
K	K.MD.1,2 K.G.4	attribute	A character that something has such as color, weight, height
K	K.G.1	behind	in back of; indicates location of an object.
K	K.G.1	below	under; indicates location of an object.
K	K.G.1	beside	next to; indicates location of an object.
K		between	The space that separates two things
K		bigger	Larger in size.
K		capacity	The amount that something can hold
K	K.MD.3	category	a particular type of thing within a larger group; class. A kind of something.
K	K.CC.5 K.G	circle	A 2-dimensional shape made by drawing a curve that is always the same distance from a center
K	K.MD.3	classify	to sort into categories or to arrange into groups by attribute
K	Power Word	compare	To find how things are different or the same
K	K.NBT.1 K.G.6	compose	to form or join parts to make a whole

GENERAL FEATURES OF EFFECTIVE TEACHING

- 1. Model instructional tasks when appropriate.**
 - Demonstrate the task (e.g., use think alouds)
 - Proceed in step-by-step fashion
 - Limit language to demonstration of skill
 - Make eye contact with students, speak clearly while modeling skill
- 2. Provide explicit instruction.**
 - Set the purpose for the instruction
 - Identify the important details of the concept being taught
 - Provide instructions that have only one interpretation
 - Make connection to previously-learned material
- 3. Engage students in meaningful interactions with language during lesson.**
 - Provide and elicit background information
 - Emphasize distinctive features of new concepts
 - Use visuals and manipulatives to teach content as necessary
 - Make relationships among concepts overt
 - Engage students in discourse around new concepts
 - Elaborate on student responses
- 4. Provide multiple opportunities for students to practice instructional tasks.**
 - Provide more than one opportunity to practice each new skill
 - Provide opportunities for practice after each step in instruction
 - Elicit group responses when feasible
 - Provide extra practice based on accuracy of student responses
- 5. Provide corrective feedback after initial student responses.**
 - Provide affirmations for correct responses
 - Promptly correct errors with provision of correct model
 - Limit corrective feedback language to the task at hand
 - Ensure mastery of all students before moving on
- 6. Make sure students are engaged in the lesson during teacher-led instruction.**
 - Gain student attention before initiating instruction
 - Pace lesson to maintain attention
 - Maintain close proximity to students
 - Transition quickly between tasks
 - Intervene with off-task students to maintain their focus
- 7. Make sure students are engaged in the lesson during independent work.**
 - Make sure students use independent work routines and procedures previously taught
 - Model task before allowing students to work independently
 - Check for student understanding of the task(s)
 - Have students use previously-learned strategies or routines when they come to a task they don't understand
 - Make sure independent work is being completed with high level of accuracy
- 8. Make sure students are successfully completing activities at a high criterion level of performance.**
 - Make sure students elicit a high percentage of accurate responses as a group or from an individual
 - Hold the same standard of accuracy for high performers and low performers
- 9. Encourage student effort.**
 - Provide feedback during and after task completion
 - Provide specific feedback about student's accuracy and/or effort
 - Make sure the majority of feedback is positive
 - Celebrate or display examples of student success in reading