

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

## PRONUNCIATION GUIDE

Symbol	Pronounced	As in	Voiced or Unvoiced*	Introduced in Lesson
<b>a</b>	aaa	<u>and</u>	v	1, 12
<b>m</b>	mmm	<u>ram</u>	v	4, 11
<b>s</b>	sss	<u>bus</u>	uv	9, 16
<b>e</b>	eee	<u>eat</u>	v	19
<b>r</b>	rrr	<u>bar</u>	v	23
<b>d</b>	d	<u>mad</u>	v	27
<b>f</b>	fff	<u>stuff</u>	uv	31
<b>i</b>	iii	<u>if</u>	v	34
<b>th</b>	ththth	<u>this</u> and <u>bathe</u> (not thing)	v	38
<b>t</b>	t	<u>cat</u>	uv	41
<b>n</b>	nnn	<u>pan</u>	v	44
<b>c</b>	c	<u>tack</u>	uv	48
<b>o</b>	ooo	<u>ox</u>	v	51
<b>a</b>	aaa	<u>ate</u>	v	58
<b>h</b>	h	<u>hat</u>	uv	61
<b>u</b>	uuu	<u>under</u>	v	64
<b>g</b>	g	<u>tag</u>	v	68
<b>l</b>	lll	<u>pal</u>	v	72
<b>w</b>	www	<u>wow</u>	v	76
<b>sh</b>	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
<b>I</b>	(the word I)		v	88
<b>k</b>	k	<u>tack</u>	uv	92
<b>o</b>	ooo	<u>over</u>	v	98
<b>v</b>	vvv	<u>love</u>	v	102
<b>p</b>	p	<u>sap</u>	uv	108
<b>ch</b>	ch	<u>touch</u>	uv	113
<b>e</b>	eee	<u>end</u>	v	118
<b>b</b>	b	<u>grab</u>	v	121
<b>ing</b>	iiing	<u>sing</u>	v	124
<b>I</b>	iii	<u>ice</u>	v	127
<b>y</b>	yyy	<u>yard</u>	v	131
<b>er</b>	urrr/errr	<u>brother</u>	v	135
<b>x</b>	ksss	<u>ox</u>	uv	139
<b>oo</b>	oooo	<u>moon</u> (not look)	v	142
<b>J</b>	j	<u>judge</u>	v	145
<b>y</b>	iii/yyy	<u>my</u>	v	149
<b>wh</b>	www or wh	<u>why</u>	v or uv	152
<b>qu</b>	kwww (or koo)	<u>quick</u>	v	154
<b>z</b>	zzz	<u>buzz</u>	v	156
<b>u</b>	uuu	<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:

We Can!, Voyager Learning

# 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	<b>ABC's</b>	The alphabet
K	RL: K.10 RI: K.10	<b>activities</b>	Things that people spend time doing.
K	RF: K.2f	<b>added</b>	To unite or combine
K	SL: K.5	<b>additional</b>	more; added
K	L: K.5	<b>adjective</b>	A word that describes someone or something. Example: beautiful, green
K	RL: K.9	<b>adventures</b>	A trip or activity that is dangerous or exciting.
K	RF: K.1d	<b>alphabet</b>	A character set that includes letters and is used to write a language
K	SL: K.4	<b>animals</b>	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	<b>answer</b>	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	<b>ask</b>	To put a question to someone for information about something.
K	SL: K.6	<b>audience</b>	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	<b>author</b>	A person who writes books, stories, or plays
K	RI: K.5	<b>back</b>	The side opposite the front or located behind the front
K	RF: K.2e	<b>beginning sound</b>	The first sound you hear in a word
K	RL: K.2 RF: K.2e	<b>beginning, middle, end</b>	The first part of something, the central part of something, and the last part of something.
K	RF: K.1c	<b>between</b>	The area inside two points or objects.
K	RF: K.2b,K.2c,K.2d	<b>blend</b>	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	<b>book</b>	Text that gives information, or explanation about something

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

## Academic Vocabulary Words Mathematics

Grade Level	CC	Word (common core words are <b>bolded</b> )	Definition
K	K.G.3,4	<b>2-dimensional</b>	Lying flat
K	K.G.3,4	<b>3-dimensional</b>	solid shapes; having points or sides that are not all on one plane
K	K.G.1	<b>above</b>	On top of/over; indicates location of an object
K	K.OA.1,2,4,5	<b>add/addition</b>	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	<b>analyze</b>	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	<b>and</b>	to combine; put together two or more quantities
K	K.CC.5	<b>array</b>	A set of objects arranged in rows and columns.
K	K.MD.1,2 K.G.4	<b>attribute</b>	A character that something has such as color, weight, height
K	K.G.1	<b>behind</b>	in back of; indicates location of an object.
K	K.G.1	<b>below</b>	under; indicates location of an object.
K	K.G.1	<b>beside</b>	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	<b>category</b>	a particular type of thing within a larger group; class. A kind of something.
K	K.CC.5 K.G	<b>circle</b>	A 2-dimensional shape made by drawing a curve that is always the same distance from a center
K	K.MD.3	<b>classify</b>	to sort into categories or to arrange into groups by attribute
K	Power Word	<b>compare</b>	To find how things are different or the same
K	K.NBT.1 K.G.6	<b>compose</b>	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