

FOUNDATIONAL SKILLS INSTRUCTION

Kindergarten Shared Reading High-frequency Word List

Week 3	the, and
Week 4	I, see, a, me, you
Week 5	we, are
Week 6	can
Week 8	is

SMALL-GROUP INSTRUCTION

WEEK	PHONOLOGICAL AWARENESS DAY 1 AND 2	PHONOLOGICAL AWARENESS DAY 3	SPELLING-SOUNDS	HIGH-FREQUENCY WORDS	GUIDED SPELLING (WRITING PRACTICE)	COMPREHENSION FOCUS	NEW BOOK AND PRACTICE/RETEACH BOOK (CONTROLLED-VOCABULARY TEXTS)	FOUNDATIONAL SKILLS ASSESSMENT
SET 1								
1	Blending/segmenting: cvc words with s, n, a	Identifying first sound	Consonant sounds: s /s/, n /n/	he, she	s, n	Reading meaningful text to develop a sense of themselves as readers	We Can Read	Entry point
2	Blending/segmenting: cvc words with m, t, s, n, a	Identifying first sound	Consonant sounds: m /m/, t /t/	can't, isn't	m, t	Beginning to understanding the single event in the story and characters	We Can't See!	
3	Blending/segmenting: cvc words with s, n, a, m, t, r, i	Identifying first sound	Short vowel sound: a_ /ă/	to, get	tan, and man, Sam, see Sam ran.	Beginning to understanding the single event in the story and characters	Nan and Sam	
4	Blending/segmenting: cvc words with s, n, a, m, t, r, i	Identifying last sound	Consonant sound: r /r/ Short vowel sound: i_ /ī/	no, yes	ram, rat, to in, it, get Nan sat.	Beginning to understanding the single event in the story and characters	It Can Sit! Nat the Rat	Mastery test
5	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f	Identifying last sound	Consonant sound: f /f/	down, go	fit, tan, yes in, fat, no The man fit.	Beginning to understanding the single event in the story and characters	Go Down, Fat Fish	
6	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u	Identifying last sound	Consonant sound: h /h/ Short vowel sound: u_ /ū/	where, my	hat, tan, down hut, fun, go Sam can hum.	Beginning to understanding the single event in the story and characters	Where Is My Hat? Can You See My Fish?	
7	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u	Identifying middle sound	Consonant sound: d /d/ Short vowel sound: o_ /ō/	by, here	fan, did, where mom, hot, my Dot had fun.	Beginning to understanding the single event in the story and characters	My Cat Dot	
8	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u	Identifying middle sound	Consonant sound: c, ck, k /k/	saw, they	cat, had, by cap, dock, here Cam is sick.	Beginning to understanding the single event in the story and characters	The Kick Kat and Rick Get a Rock	Mastery test

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SMALL-GROUP INSTRUCTION *(continued)*

WEEK	PHONOLOGICAL AWARENESS DAY 1 AND 2	PHONOLOGICAL AWARENESS DAY 3	SPELLING-SOUNDS	HIGH-FREQUENCY WORDS	GUIDED SPELLING (WRITING PRACTICE)	COMPREHENSION FOCUS	NEW BOOK AND PRACTICE/RETEACH BOOK (CONTROLLED-VOCABULARY TEXTS)	FOUNDATIONAL SKILLS ASSESSMENT
SET 2								
1	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u, b	Blending onsets and rimes: /at/	Consonant sound: b /b/	was, little	bat, hit, saw big, cub, they Bud was sad.	Beginning to understanding the single event in the story and characters	Rub-a-Dub-Dub	Entry point
2	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u, b, p	Blending onsets and rimes: /an/	Consonant sound: p /p/	put, what	fit, sack, was pick, map, little The pup hid.	Beginning to understanding the single event in the story and characters	Pat and Pam The Pet	
3	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u, b, p, l, g	Blending onsets and rimes: /it/	Consonant sounds: l /l/, g /g/	do, like	lock, pup, what hug, lap, put Is Gus big?	Beginning to understanding the single event in the story and characters	Gus	
4	Blending/segmenting: cvc words with s, n, a, m, t, r, i, f, h, u, b, p, l, g, e, w	Blending onsets and rimes: /ot/ /og/	Short vowel sound: e /ē/ Consonant sound: w /w/	have, home	hen, mud, do den, web, like I got wet.	Beginning to making meaning from the single topic nonfiction text	We Have Homes Wag	Mastery test
5	Blending/identifying last sound	Blending onsets and rimes: /in/	Diagraph: th /th/ /TH/ Consonant sound: y /y/	said, of	path, big, have leg, yap, home See this yak.	Beginning to making meaning from the single topic nonfiction text	Sled Dogs	
6	Blending/identifying last sound	Blending onsets and rimes: /et/	Consonant sound: v /v/ Diagraph: sh /sh/	her, his	fun, vet, said mash, van, of I like the vet.	Beginning to making meaning from the single topic nonfiction text	What Vets Do We Have Fish	
7	Blending/identifying last sound	Blending onsets and rimes: /en/	Consonant sound: x /ks/ Diagraph: ch, _tch /ch/	some, come, out	six, box, her fox, chin, his He saw a fox.	Beginning to making meaning from the single event text	Fish for Max	
8	Blending/identifying middle sound	Identifying middle sound	Consonant sound: z /z/, j, dge /j/	say, says, so	zip, fun, come Liz, jog, out My job is fun.	Beginning to making meaning from the single topic nonfiction text	On the Job A Bad Fox	Mastery test
SET 3								
1	Blending/identifying middle sound	Blending onsets and rimes: /ed/	Digraphs: wh /wh/, ng /ng/, -ing /ing/	make, there, be	which, when, say whiz, thing, so She can sing.	Beginning to making meaning from text	Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling	
2	Blending/identifying middle sound	Blending onsets and rimes: /ill/	Inflectional ending: _ed /t/, /d/, /əd/ Diagraph: qu /khw/	look, good	back, wing, make thing, quit, there	Making meaning from a two-episode text	The Good Little Ducks, Part 1 The Good Little Ducks, Part 2	
3	Blending/segmenting ccvc or cvcc words with sn, st	Blending onsets and rimes: /un/	Blends: sn /sn/, st /st/	want, water, from	snap, king, look fast, stuck, good Stan had a snack.	Using illustrations to confirm what you read	The Jug of Water	
4	Blending/segmenting words with sn, st	Blending onsets and rimes: /uck/	Blends: fl /fl/, fr /fr/ Inflectional ending: _s /s/, /z/	for, again	lost, flock, water flap, frog, want Did the frog flip?	Identifying characters' feelings	Where Is Mom? The Skunk	

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SMALL-GROUP INSTRUCTION (continued)

WEEK	PHONOLOGICAL AWARENESS DAY 1 AND 2	PHONOLOGICAL AWARENESS DAY 3	SPELLING-SOUNDS	HIGH-FREQUENCY WORDS	GUIDED SPELLING (WRITING PRACTICE)	COMPREHENSION FOCUS	NEW BOOK AND PRACTICE/RETEACH BOOK (CONTROLLED-VOCABULARY TEXTS)	FOUNDATIONAL SKILLS ASSESSMENT
5	Blending/segmenting words with fl, fr, s	Blending onsets and rimes: /est/	Blends: gr /gr/, dr /dr/	many, people	grip, drop, for drip, buds, again Water can drip.	Making inferences Making text-to-self connections"	Drip Drop	
6	Blending/segmenting words with pl, sm s	Producing rhymes: /at/	Blends: pl /pl/, sm /sm/	your, very	plum, plot, many smock, mush, people Are plums good?	Sequencing/retelling	Make Plum Jam The Band	
7	Blending/segmenting words with sp, pl	Producing rhymes: /an/	Blends: sp /sp/, cl /kl/	could, would, should, were	bus, test, your bag, shut, very We can spell.	Identifying characters' feelings	The Spelling Test	
8	Blending/segmenting words with long vowels	Producing rhymes: /it/	Blends: sk /sk/, sl /sl/	both, does	skid, fast, could sled, slick, were We could slip.	Making inferences Making text-to-self connections	Winter Fun The Clowns	Class Assessment
SET 4								
1	Blending/segmenting words with long vowels	Producing rhymes: /in/	Long vowel sounds: a_e /ā/, i_e /ī/, e_e /ē/	every, other, mother, brother	cave, gate, both pile, slide, does We like snakes.	Compound words Abbreviations	A Hike by the Lake	Entry point
2	Blending/segmenting words with long vowels	Producing rhymes: /ot/ /og/	Long vowel sounds: o_e /ō/, u_e /ū/	woman, women, boy	hole, cone, every same, plume, mother That rope is mine.	Compound words Using illustrations to support vocabulary	Life in a Plains Tribe, Part 1 Life in a Plains Tribe, Part 2	
3	Blending/identifying middle sound	Producing rhymes: /all/	Inflectional ending: s with final e	toward, over	slide, stones, woman shapes, bite, women Some snakes bite.	Identifying what you learned from nonfiction	Snakes!	
4	Blending/identifying middle sound	Producing rhymes: / ank/	Inflectional ending: ing with final e	their, old, cold, told	ride, shaking, toward hats, shining, over They like biking.	Making text-to-self connections	A Cold Ride Get Out and Get Fit	Mastery test
5	Producing rhymes: /ung/ /ate/	Drop phonological awareness from Day 3	Inflectional ending: ed with final e	one, two	waded, swim, their smiled, hiked, cold Can she slide.	Identifying homophones Sequencing/retelling	Out My Window	
6	Producing rhymes: /ake/		ee,ea /ē/	don't, won't, too	see, feels, two eats, peas, one Mother eats beets.	Identifying homophones Making text-to-self connections	What Little Deer Eat A Good Team	

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SMALL-GROUP INSTRUCTION (continued)

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7	Orally identifying syllables		r-controlled vowel sounds: er, ir, ur /ûr/	who, school	girl, perch, too turn, teach, told The girl went first.	Sequencing/retelling	Bird School	
8	Orally identifying syllables		r-controlled vowel sounds: ar /âr/, or /ôr/	thought, father	dark, plan, who hiding, formed, school Many stars shine.	Understanding folktales	Fox Spills the Stars Sharks!	Mastery test
SET 5								
1	Dropping first sound		2-syllable words with teacher guidance	after, work	fort, blocks, thought flop, safe, father Forts are fun.	Using illustrations to support understanding in nonfiction	Fun Forts	Entry point
2	Dropping first sound		2-syllable words with teacher guidance	head, read (2)	pick, upset, after forget, sport, work Do you go to school?	Using quotation marks to identify what a character says Identifying problem and solution	Ann's Book Club Ants, Moths, and Wasps	
3	Dropping first sound	Drop phonological awareness from Day 2	break a vccv word	never, ever, only	next, until, head barnyard, stir, read Is he inside?	Using quotation marks to identify what a character says Using question marks to read fluently	Have You Ever?	
4	Dropping initial consonant blend		break a vccv word	give, live (2)	steps, bedtime, never campfire, hatched, only We plant seeds.	Making text-to-text connections	Spring on the Farm Animal Homes	Mastery test
5	Dropping initial consonant blend		Complex vowel sound: ai, ay /ā/	walk, talk, because, children	chain, snail, give gray, day, live It may rain.	Identifying characters' feelings Making text-to-self connections	A Play Day with My Brother Ray	
6	Dropping initial consonant blend		Complex vowel sounds: oa /ō/, ow /ō/, /ou/, oo /oo/, ew /oo/		toast, low, walk wood, drew, because Can the boat float?	Sequencing Using commas to read fluently	Cook Food on a Campfire Sailboats	
7	Dropping last sound		Vowel combination sound: all /awl/	even, picture	small, team, children tall, palm, talk Do we play ball?	Making predictions Making text-to-self connections	Ball Games	
8	Dropping last sound		Silent letters: wr /r/, kn /n/	move, great	wrist, lift, even knot, soft, picture He bent his knees.	Making inferences	Dance! New School	Mastery test
9	Dropping last sound		Vowel combination sound: igh /i/ y as a vowel: _y /ī/ /ē/	though, once	night, high, move knee, dry, great	Identifying what you learned from nonfiction	Sunny Days, Starry Nights	
10	Dropping last sound		Inflectional endings: es, ed with final y	enough, watch, been	cries, bright, because puppy, dried, once Puppies can bark.	Identifying what you learned from nonfiction Making predictions	Scout's Puppies The Night Skies	
11	Dropping last sound		Complex vowel sound: ou /ou/	few, kind, find, mind	flies, cloud, been ground, night, watch We found a toad.	Identifying what you learned from nonfiction Making inferences	The Desert	

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SMALL-GROUP INSTRUCTION (continued)

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12	Dropping last sound		Complex vowel sound: oi, oy /oi/	word, four, answer	proud, coins, few shout, boy, find Children like toys.	Making inferences	The Silver Coins The Four Seasons	Mastery test
13	Dropping last sound		Vowel combination sounds: au, aw /aw/	learn, young, large	haunt, soil, word dawn, crush, answer Cubs eat raw meat.	Identifying what you learned from nonfiction Making text-to-self connections	Grizzly Bears	
14	Dropping last sound		Soft c sound: ci, ce, cy /s/	earth, most, change	melted, place, learn force, icy, large We skate on ice.	Identifying what you learned from nonfiction Exploring text features	Glaciers Glaciers and the Earth	Mastery test