

000000Phonics Scope and Sequence

Phonics Scope and Sequence

Week	Kindergarten	First	Second
1	Upper and Lower Case Letter Sound Association	Short a	Diagraphs ph, sh, th, ch
2		Short o	Short Vowels
3		Short i	Word Families: ake, ine, oke, ute
4		Short u	Word Families: all, ain, ay
5		Short e	Word Families: eed, ea, eat
6		S Blends	Word Families: oat, ow
7		R Blends	Vowel Patterns: ue, ui
8		L Blends	Word Families: or, orn, art
9	Short a words	sh, ch, th Diagraphs	Word Families: ir, urn
10	Short o words	Long Vowels spelled with silent e	Word Families: air, ear, eer
11	Short i words	Final Blends (nd/nt/st/nk)	Word Families: ore, are, ire
12	Short u words	wh, kn, wr Diagraphs	Phoneme Segmentation/Blending
13	Short e words	-ill, -ell	Vowel Variant: au, aw, awn
14	CVC Words	-ick, -ack	Word Families: all, alk
15	CVC Words	R Controlled Vowels (ar, or)	Word Families: ood, ook
16	Soft c	R Controlled Vowels (er, ir, ur)	Word Families: ank, ink, unk
17	Soft g	Long a Vowel Team ai/ay	Word Family: ice
18	Diagraphs sh, ch	Long o Vowel Team oa, o (as in old)	Word Families: age, arge
19	Diagraphs th, wh	Long e Vowel Team ee/ea	Word Families: oil, oy
20	s- Blends	Long i ie, igh	Word Families: ound, out, ow
21	-r Blends	Y as a Vowel (long I and long e)	Contractions
22	-l Blends	Diphthong ow/ou	Consonant Patterns: kn, wr
23	-s ending (no silent e or consonant doubling)	Vowel Team oo (as in zoo/hook)	Consonant Patterns: dge, tch
24	-ing ending (no silent e or consonant doubling)	Word Endings (er/est)	Adjectives with -er, -est
25	CVCe Words	Tri-Blends/Trigraphs	Prefix un-
26	CVCe Words	Contractions with NOT/AM/IS	Suffixes -ful, -less, -er, and -ly
27	Contractions: <i>I'm, Can't, Don't</i>	More Contractions with NOT/WILL	Plurals -s, -es
28	Words with ee	Inflected Endings (regular)	Plurals -y, -ies
29	Words with oo (as in moon)	Inflected Endings (irregular/drop the final e/double consonant)	y plus -er, -est
30	Words with oo (as in book)	Long o Vowel Team oe, ow	Verb Ending -ed
31	Y as a vowel	Long i Words	Compound Words
32	Word endings -er, -est	Long e Words	
33	Short vowel words	Long o Words	
34	Short vowel words	oy, oi, ow, ou	



EAST POINTE COMMUNITY SCHOOLS

Fountas & Pinnell Phonological Awareness Lesson Sequence Kindergarten

September

PA1 Hearing Rhymes: Songs and poems

PA2 Hearing more rhymes: Poems

October

PA3 Hearing Rhymes: Picture Sorts

PA4 Hearing Syllables: Picture Sorts

PA5 Hearing Syllables: Chant

PA6 Hearing, Saying, and Clapping (tapping): Picture Sorts

PA7 Saying words slowly to hear sounds: Picture word match

*Progress Monitor using Fountas & Pinnell: Hearing rhymes and hearing syllables

November

PA8 Hearing beginning sounds in words: Picture match

PA9 Hearing beginning sounds in words: Picture match

*Progress Monitor using Fountas & Pinnell: Identifying beginning consonant sounds and identify sounds in words

December--Review

PA10 Hearing ending sounds: Picture Sorts

PA11 Hearing ending sounds: Picture Lotto and Picture Sorts

January

PA12 Hearing ending sounds: Picture cards

PA13 Making Rhymes: Picture Concentration

PA14 Hear and produce rhymes: Rhyming Lotto

*Check for understanding: Use DIBELS FSF(First Sound Fluency) and PSF(Phoneme Segmentation Fluency); reference DIBELS benchmark scores



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February

PA15 Hearing long vowel sounds in words: Picture match

PA16 Blending syllables: Syllable Lotto

PA17 Hearing first and last sounds: Writing words

PA18 Hearing and saying first and last sounds: Stretching out words

March

PA19 Hearing and blending Onset & Rime: Follow the Path

PA20 Identify and blend Onset & Rime: Go Fish

PA21 Hearing substituting sounds: Picture cards

***Progress Monitor use DIBELS PSF**

PA22 Hearing middle sounds: Two-way sort

PA23 Hearing sounds in sequence: Picture sort

***Progress Monitor use Fountas & Pinnell Blending and Segmenting**

April

PA24 Blending sounds in words: Word Lotto

PA25 Hearing, saying, and deleting sounds: Picture cards

PA26 Hearing and deleting sounds: Picture cards



EAST POINTE COMMUNITY SCHOOLS

Fountas & Pinnell Phonics LK and LS Lesson Sequence Kindergarten

September

LK1 Exploring letters: Letter play (magnetic)

LK2 Recognizing letters: Magnetic letters

LK3 Learning letters: Features of letters

LK4 Learning letters: Name puzzles

LK15 Identifying letters in name puzzles: BINGO

LK5 Recognizing and naming letters: Letter chart daily

- **The above lessons are repeated over and over**

LS1 Beginning consonant letters and sounds: Pocket chart match

LS2 Connecting beginning sounds and letters: Picture word match

October

LK6 Making letters: Art materials - Only reinforcing letters already learned. Use finger paint, dots, tracing, clay, shaving cream in plastic bags.

LK7 Letter forms and names: Letter match

LK8 Learning letters: Alphabet Soup game - Reinforcement of letters

LS3 Beginning consonant letters and sounds: Picture sort

LS4 Beginning consonant letters and sounds: Picture lotto

LS5 Beginning consonant letters and sounds: Finding words in print

- **Progress monitoring for letters/sounds**
- **Use poetry to reinforce all of these. Must correlate writing with all of these lessons**

November

LK9 Learning letter names: letter mini books or activities that reinforce a letter (upper and lower)

LK10 Learning letters in names: Name each group graph

LK11 Learning letters in names: Marching and chanting

*LK12 Learning to write your name: (Mastered)

LS6 Learning letters and beginning sounds: Class alphabet book

LS7 learning letter names and sounds: ABC board



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December--Review

LK13 Letter features: Sort long/short sticks-Review link

LK14 Letter features: Tunnels, circles sorts

*LK16 Learning to form letters: Review, should be learning this as you teach each letter

*LK17 Learning lower and upper case letters: Sort

*LK18 Learning lower and upper case letters: Sort

LS8 Recognizing beginning and ending consonant sounds: Making words

January

Will be testing Letters/sounds in Dibels and Fountas and Pinnell

LK19 Forming letters: Handwriting books (introduction to staying with -in lines)

LK20 Learning to form letters: Handwriting books

LK21 Labeling consonants and vowels: Sort - **Review**

LK22 Understanding alphabetical order: Teaching concept words - BOEHM words - before, after, middle, above, below

LK23 Alphabetical order

*** Starred items need to be assessed until mastered!**

Must do a poem daily or every other day!

Do not skip the "Link" section of the lesson plan.

Fountas & Pinnell

Phonics LK and LS Lesson Sequence

Kindergarten

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LK3 Learning letters: Features of letters

LK4 Learning letters: Name puzzles

LK15 Identifying letters in name puzzles: BINGO

LK5 Recognizing and naming letters: Letter chart daily

- The above lessons are repeated over and over

LS1 Beginning consonant letters and sounds: Pocket chart match

LS2 Connecting beginning sounds and letters: Picture word match

October

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LK7 Letter forms and names: Letter match

LK8 Learning letters: Alphabet Soup game - Reinforcement of letters

LS3 Beginning consonant letters and sounds: Picture sort

LS4 Beginning consonant letters and sounds: Picture lotto

LS5 Beginning consonant letters and sounds: Finding words in print

- Progress monitoring for letters/sounds
- **Use poetry to reinforce all of these. Must correlate writing with all of these lessons**

November

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LK11 Learning letters in names: Marching and chanting

*LK12 Learning to write your name: (Mastered)

LS6 Learning letters and beginning sounds: Class alphabet book

LS7 learning letter names and sounds: ABC board

Fountas & Pinnell

Phonics LK and LS Lesson Sequence

Kindergarten

December--Review

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LK20 Learning to form letters: Handwriting books

LK21 Labeling consonants and vowels: Sort - **Review**

LK22 Understanding alphabetical order: Teaching concept words - BOEHM words - before, after, middle, above, below

LK23 Alphabetical order

Must do a poem daily or every other day!!!

Do not skip the (Link) page

Fountas & Pinnell
Phonics LK and LS Lesson Sequence
Kindergarten



EASTPOINTE COMMUNITY SCHOOLS

Fountas & Pinnell Phonological Awareness Lesson Sequence First Grade

September

PA1 Picture Match: Making rhymes

PA2 Recognize rhymes: Picture sort

PA3 Hearing sounds in sequence: Making a list

*Retest rhyming as needed until skill is mastered

October

PA4 Hearing ending sounds: Picture Lotto

PA5 Hearing beginning and ending sounds in words: Sound Dominos

PA6 Identifying Onset and Rimes: Go Fish

PA7 Hearing and blending Onset and Rimes: Oral word games

PA8 Identify and blending Onset and Rimes: Follow the Path

November

*REVIEW the above lessons as needed. Test beginning sounds, ending sounds and short vowel sounds.

December--Review

PA9 Hearing middle sounds: Picture match

PA10 Hearing and changing ending sounds: Making new words

PA11 Hearing and changing beginning and ending sounds

*With at-risk students, use DIBELS PSF(Phoneme Segmentation Fluency) to progress monitor.

January

*REVIEW any of the above lessons as needed until mastered by student.



EASTPOINTE COMMUNITY SCHOOLS

Fountas & Pinnell Phonics LK Lesson Sequence First Grade

After Fall Assessment

For those students not solid with letters and sounds, teacher must follow sequence for teaching letters/sounds and formation. These are the necessary review lessons:

September

LK9 Introduce chart

LK1 Learning about letters through names: Review from Kdg.

LK2 Noticing letters in Names: Graph letters (review)

LK3 Identifying letters: Name puzzles

LK4 Learning letter names: Letter books - May have each child make their own books. Can be used as an activity in a center.

LK5 Forming letters: Verbal path

LK 6 Forming letters: Number book - Teaching how letters are formed

October

LK7 Recognize letters - Sort with magnetic letters

LK8 Looking at letters - Sort by letter features

LK10 Noticing letters in words: Use magnetic letters to build words

LK11 Matching letters: Play letter lotto OR find words from Lesson 10 in poetry.

LK12 Identifying words - Do as needed (same as Lesson 11)

LK13 Uppercase and Lowercase

LK14 Identifying Consonants and Vowels

LK15 Learning about names and initials

- **Use poetry to reinforce all of these. Must correlate writing with all of these lessons**



EAST POINTE COMMUNITY SCHOOLS

Teaching the Alphabet: Letters/Sounds Systematically, Directly, and Explicitly

K-1

Using MLPP or Fountas and Pinnell assessment, assess letter/sound association

- This will determine known and unknown letters
- Use assessment data to guide instruction
- Do Letter chart daily with whole class: Twice with at risk students. Each student has copy of chart. Model of large chart on board
 - Touch letter and pictures
 - Eg: Aa apple, Bb bird etc through the alphabet
 - After 2 months, touch letters and say the sound and then the picture
 - Eg: /A/ /a/ apple, /B/ /b/ bird through the alphabet

Teaching a letter

- If students know the letter Mm and Tt; review these letters,
- If students do not know the letters Mm and Tt, start with one of these
- The next letter to teach is Aa
 - Must teach the letter and the sound together
 - Then the formation of the letter
 - When teaching the letter, teach capital and small as well as, upper and lower case
- Teaching the letter Mm
 - Show the letter: upper and lower case
 - Make the letter in the air, on the floor, in textured material, etc.
 - Sort all the capital M's out of a group of letters
 - Sort all the small m's out of a group of letters
 - Find the letter in books and poems
 - Practice over and over saying the sound for Mm
 - Check that all students have their lips closed when making this sound

- Listen for the correct sound from the students
 - If you have echo pipes, use them
 - Identify lots of pictures that begin with the /m/ sound, then t and so on.
 - Use Elkonin boxes/sound boxes to show location of sounds and to repeat sounds
 - Write the letter in different modalities
 - Make letters out of sticky wick
 - Make clay letters
 - Write the letter 5 times and circle the letter you like the best
- After learning a couple letters, must teach a vowel preferably Aa.
 - As soon as the student has 2 or 3 letters, connect it to words
 - Eg: I have taught m,t, and a, I can use these letters to make words
 - at mat am a
 - Use Elkonin boxes with these known sounds
 - Put your finger on the a and say /a/. Slide your finger over to the t and say /t/. Put the two together and say at.
 - Use the word at in a sentence. I can look at you. Have student repeat the sentence and come up with another one.
 - Use interactive writing for letters and words.

Meaningful literacy tasks with letters

- Make puzzles with students first names
 - Put into zip lock bags and students put names together every day for as long as needed
 - After putting name puzzle together, students write the letters in their name 1 or 2 times
- Sorts
 - By features: sticks, tunnels, circles, etc.
 - Sort by capital letters and lowercase letters
 - Sort pictures that begin with a sound
- Practice writing letters.
- Make letters and words from clay/or in sand
- Find letters /words in books, poems, etc
- Find pictures that begin or end with a sound

Suggested Sequence for Introducing Lower Case Letters Based on Frequency of Occurance, Consistency of Pronunciation, and Auditory and Visual Similarity

	Week1			Week 2			Week 3			Week 4			Week 5			Week 6			Week 7			Week 8				
Letter	a	m	t	s	i	f	d	r	o	g	l	h	u	c	b	n	k	v	e	p	w	j	y	x	q	z
Frequency	M	H	H	H	H	M	H	M	M	M	H	M	M	H	M	H	M	M	L	M	L	L	L	L	L	
Learnability	E	E	D	E	M	E	D	M	M	M	M	M	D	M	M	M	M	E	M	M	M	D	D	D	D	

Frequency

H = High

M = Moderate

L = Low

Learnability

E = Easy

M = Moderate

D = Difficulty



EAST POINTE COMMUNITY SCHOOLS

Word Study/Spelling Program Grades 3-5

Our Word Study program is made up of a combination of words identified from the Words Their Way Spelling Inventory (given three times a year) and the “No Excuse” Words High-Frequency word list. Students take part in 15-20 minutes of word study/spelling for a minimum of 3 days per week during a two-week cycle. At the end of each cycle, students are assessed on their current words and previous words spelled incorrectly in dictated sentences.

Words Their Way/Spelling Inventory—Based on the identified stage from the assessment, students are placed into groups and given a list of 10-20 words. These words are introduced by the teacher and the spelling patterns are discussed and taught so students understand the word patterns and rules for their sorts and other activities.

Suggested activities:

- Each list from Words Their Way has category headings in bold print at the top of the page.
 - Word cards are cut out and can be placed in the correct category under the cards with the headings.
 - Students can keep the words loose in a baggie so they can practice their sorts throughout the two week cycle.
 - It is expected that students will do several sorts. Some open and some closed sorts.
 - On occasion these sorts should be looked at by an adult to clear up any confusion or questions
- Students must also write sentences for each word, using and spelling each word correctly.
- One of the final assignments before the assessment, is for the students to glue the word sort under the headings on the Word Sort sheet.

“No Excuse” Words (High Frequency)—Students are expected to spell these words correctly in all of their everyday writing. The first 25 words are used in 33% of everyday writing, the first 100 words appear in 50% of adult and student writing, and the first 1,000 words are used in 89% of everyday writing. Of the 10–20 words over all, some would be “No Excuse” Words and some from the “Words Their Way” stage. The number of words will be determined by each grade level.

2 week Schedule (10–20 words)

Grade	Words Their Way	“No Excuse” words
Grade 3		
Grade 4		
Grade 5		

Assessment:

Prior to setting up the spelling program, the first 100 words need to be assessed by the teacher. The teacher will identify the words misspelled by most students. These words are then selected for instruction and are a portion of the 10–20 words. The rest of the words come from “Words Their Way”.

This assessment will also have dictated sentences with a combination of words from both categories as well as words that have been mis-spelled in previous assessments.

Scoring of Sentences:

- All learned words spelled correctly
- Correct capitalization
- Correct punctuation
- Complete sentence