

Appendix

Literacy Scope and Sequence

	ENGLISH	SPANISH	DUAL LANGUAGE	DUAL LANGUAGE	DUAL LANGUAGE	ENGLISH	SPANISH
THEME 1	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Listening; Auditory discrimination; Segment sentences into words	Listening; Auditory discrimination; Segment sentences into words	Spoken words can be represented by print	Complete sentence stem: Bayley feels ____.	Create personal journals	Letters in child's own name	Introduction to initial sounds using "Sonidos de las letras" chart and song; letter sounds in child's name
Week 2			Track print left to right/top to bottom	Complete sentence stem: I can ____ my ____.	Draw self and identify body parts		
Week 3			One-to-one correspondence: spoken word/printed word	Complete sentence stem: I like to smell ____.	Special Delivery: illustrate and label what you like to smell		
Week 4			Print directionality	Complete sentence stem: I feel ____ when ____.	Illustrate and label a feeling	Ll, Oo, Tt Name letters, compare features	
THEME 2	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Listening; Auditory discrimination; Segment sentences into words	Listening; Auditory discrimination; Segment sentences into words	Leave space between words (Space Frog), point to a word, point to the space	Complete sentence stem about family jobs	Illustrate and label purchase choice	Ff, Gg, Mm Name letters, compare features	Sounds: Ff, Ss, Bb (initial sounds, associate pictures)
Week 2				Share opinions	Illustrate and label narrative boat adventure	Ee, Rr, Ss Name letters, compare features	Sounds: Pp, Ll, Vv (initial sounds, associate pictures)
Week 3				Research and list animals that eat lettuce	Special Delivery: illustrate pet to adopt	Aa, Bb, Pp Name letters, compare features	Sounds: Mm, Jj, Cc (hard/soft) (initial sounds, associate pictures)
Week 4				Create a list of shared classroom supplies	Illustrate and label cookies to share	Cc, Dd, Nn Name letters, compare features	Sounds: Ll/Ii, Yy, Gg (hard/soft) (initial sounds, associate pictures)
THEME 3	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Review compound words; segment, blend, and delete syllables	Recognize and produce rhyming words	Identify first word in sentence, begins with uppercase letter	Create graphic organizer about transportation	Express own thoughts by writing thank you note to school workers	Hh, Xx, Yy Name letters, compare features	Sounds: Tt, Dd, Qq (initial sounds, associate pictures)
Week 2				Special Delivery: read and follow recipe (sequencing)	Illustrate and label bird feeder location	Jj, Kk, Ww Name letters, compare features	Sounds: Rr, Nn, Ww (initial sounds, associate pictures)
Week 3				Create graphic organizer	Illustrate and label plate of healthy food	Qq, Uu, Zz Name letters, compare features	Sounds: Ññ, Kk, Xx (initial sounds, associate pictures)
Week 4				Create timeline of dance moves	Illustrate and describe dance moves	li, Vv Name letters, compare features	Sounds: Ch/ch, Hh, Zz (initial sounds, associate pictures)
THEME 4	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Recognize rhyming words	Recognize and produce alliterative words	Specific names of people and places begin with uppercase letters	Complete sentence stem: I would ____ with ____.	Illustrate pet frog activity	Sounds: Dd, Ff, Nn Sound of letter hiding in name; associate picture to letter sound	Ff, Ss, Bb (name letter, recognize and produce letter sounds)
Week 2				Record proper nouns on chart with initial uppercase letter	Illustrate and write name of school	Sounds: Jj, Ll, Vv Sound of letter hiding in name; associate picture to letter sound	Pp, Ll, Vv (name letter, recognize and produce letter sounds)
Week 3				Label creature using descriptive words	Illustrate and label creature using descriptive words	Sounds: Bb, Kk, Mm, Ss Sound of letter hiding in name; associate picture to letter sound	Cc (hard/soft), Mm, Jj (name letter, recognize and produce letter sounds)
Week 4				Answer questions	Special Delivery: add personal choice to group	Sounds: Tt, Pp, Zz Sound of letter hiding in name; associate picture to letter sound	Gg (hard/soft), Ll/Ii, Yy (name letter, recognize and produce letter sounds)
THEME 5	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Recognize alliterative words	Segment, blend, delete syllables	Identify ending punctuation: period, question mark, exclamation	Sequence construction stages	Illustrate construction job and tools needed	Sounds: Cc, li, Rr, Ww Review naming letter, associate picture to letter sound	Qq, Tt, Dd (name letter, recognize and produce letter sounds)
Week 2	Identify and produce alliterative words			Complete sentence stem: I see a ____.	Little Book: <i>I See Giants</i> , What giants have you seen?	Sounds: Aa, Gg, Hh Review naming letter, associate picture to letter sound	Ww, Rr, Nn (name letter, recognize and produce letter sounds)
Week 3	Produce alliterative words			Complete sentence stem: I see a ____.	Little Book: <i>My Classroom</i> , What do you see?	Sounds: Yy, Uu, Qq Review naming letter, associate picture to letter sound	Xx, Ññ, Kk (name letter, recognize and produce letter sounds)
Week 4				Create a class recipe for stew	Special Delivery: create an invitation to the Art Show	Sounds: Ee, Oo, Xx Review naming letter, associate picture to letter sound	Zz, Ch/ch, Hh (name letter, recognize and produce letter sounds)

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THEME 6	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Blend onset-rime (with and w/out picture support)	Segment, blend, delete, recognize, and produce syllables	Concept of words in sentences, sentence segmentation, recognize word length (longer, shorter), review directionality and spaces between words	Complete sentence stem: I can ____.	Little Book: <i>I Can Move</i> , How do you move?	Letter Writing Approach; ABC order: Aa, Bb, Cc	Ss (sa, se, si, so, su) Bb (ba, be, bi, bo, bu) Ff (fa, fe, fi, fo, fu) (recognize/produce syllables; letter name/sound)
Week 2				Create T-chart with location and type of transportation	Illustrate favorite way to travel, edit with TAG	Letter Writing Approach; ABC order: Dd, Ee, Ff	Ll (la, le, li, lo, lu) Vv (va, ve, vi, vo, vu) Pp (pa, pe, pi, po, pu) (recognize/produce syllables; letter name/sound)
Week 3				Create a list of clothing to pack	Special Delivery: illustrate gift suggestion; edit with TAG	Letter Writing Approach; ABC order: Gg, Hh, Ii	Jj (ja, je, ji, jo, ju) Cc (ca, co, cu) (ce, ci) Mm (ma, me, mi, mo, mu) (recognize/produce syllables; letter name/sound)
Week 4				Share personal experience by completing sentence stem: I like ____.	Little Book: <i>The Beach</i> , What do you like about the beach?	Letter Writing Approach; ABC order: Jj, Kk, Ll	Yy (ya, ye, yo, yu) Gg (ga, go, gu) (ge, gi) Ll/Ii (lla, lle, lli, llo, llu) (recognize/produce syllables; letter name/sound)
THEME 7	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Blend phonemes with picture support	Segment, blend, delete, recognize, and produce syllables	Editing: check for uppercase first word and ending punctuation in a sentence	Create insect birthday guest list	Illustrate and label insect, edit with TAG	Letter Writing Approach; ABC order: Mm, Nn, Oo	Dd (da, de, di, do, du) Qq (que, qui) Tt (ta, te, ti, to, tu) (recognize/produce syllables; letter name/sound)
Week 2				Complete sentence stem: A ____ can jump.	Little Book: <i>Insects Jump</i> , How can you move like an insect?	Letter Writing Approach; ABC order: Pp, Qq, Rr	Nn (na, ne, ni, no, nu) Ww Rr (ra, re, ri, ro, ru) (recognize/produce syllables; letter name/sound)
Week 3				Complete sentence stem: I saw a ____.	Special Delivery: illustrate and label favorite insect; edit with TAG	Letter Writing Approach; ABC order: Ss, Tt, Uu, Vv	Kk (ka, ki, ko) Xx Ññ (ña, ñe, ñi, ño, ñu) (recognize/produce syllables; letter name/sound)
Week 4				Complete sentence stem: I am very busy when ____.	Little Book: <i>What Is This?</i> , Where have you seen this creature?	Letter Writing Approach; ABC order: Ww, Xx, Yy, Z,z	Hh (ha, he, hi, ho, hu) Zz (za, zo, zu) Ch/ch (cha, che, chi, cho, chu) (recognize/produce syllables; letter name/sound)
THEME 8	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Review: segment sentences	Blend onset-rime with and without picture support	Revising/Editing: add second sentence to clarify; check for spaces between words and correct use of case	Create checklist of mammal characteristics	Illustrate and label mammal, edit with TAG	Letter sounds; Match upper to lower; examine confusing letters: Hh, Ll, Nn, Uu	Letter Writing Approach; ABC order: Aa, Bb, Cc
Week 2	Review: blending syllables/compound words	Blend phonemes with picture support		Create checklist of reptile characteristics	Little Book: <i>Lizards Like to Eat</i> , What do you like to eat?	Letter sounds; Match upper to lower; examine confusing letters: Bb, Dd, Pp, Kk	Letter Writing Approach; ABC order: Dd, Ee, Ff
Week 3	Review: blending and deleting syllables			Describe marine life	Special Delivery: illustrate marine animal; create graph	Letter sounds; Match upper to lower; examine confusing letters: Cc, Mm, Nn, Oo, Ss, Vv, Ww, Yy	Letter Writing Approach; ABC order: Gg, Hh, Ii
Week 4	Review: recognize rhyming words			Create bird word web graphic organizer	Little Book: <i>Birds</i> , Which bird is your favorite?	Letter sounds; Match upper to lower; examine confusing letters: Bb, Dd, Gg, Ii, Jj, Nn, Qq, Rr	Letter Writing Approach; ABC order: Jj, Kk, Ll, Mm
THEME 9	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Review: recognize and produce rhyming words	Review: recognize and produce rhyming words	Revising/Editing; Distinguishing letters/ words/sentences	Create list of family jobs preparing for baby	Little Book: <i>I Can</i> , What can you do?	Letter sounds; Match upper to lower; examine confusing letters: Aa, Cc, Ee, Nn, Oo, Tt, Vv, Ww, Zz	Letter Writing Approach; ABC order: Nn, Nñ, Oo
Week 2	Review: blend onset-rime with and without picture support	Review: recognize and produce alliterative words		Create weather word web graphic organizer	Little Book: <i>Weather</i> , What do you do on a rainy day?	Alphabet Knowledge Review	Letter Writing Approach; ABC order: Pp, Qq, Rr, Ss
Week 3	Review: blend phonemes with picture support	Review: blend phonemes with and without picture support		Create list of ways to protect the earth	Illustrate and label message posters	Alphabet Knowledge Review	Letter Writing Approach; ABC order: Tt, Uu, Vv
Week 4	Review: recognize and produce alliterative words	Combine/delete compound words		Model/prompt journal revisions	Special Delivery: contribute to class book	Alphabet Knowledge Review	Letter Writing Approach; ABC order: Ww, Xx, Yy, Zz

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Literacy Scope and Sequence

Alphabet Knowledge

Each letter/sound is reinforced 3-4 times throughout the year.

	T1	T2	T3	T4	T5	T6	T7	T8	T9
Aa	●	●			●	●●	●	●	●
Bb		●●		●●		●●		●●	
Cc (hard/soft)		●●		●	●	●●		●●	●
Ch			●		●		●		
Dd		●	●	●	●	●	●	●●	●
Ee	●	●			●	●●	●	●	●
Ff		●●		●●		●●		●	
Gg (hard/soft)		●●		●	●	●●		●●	●
Hh			●●		●●	●	●	●●	
Ii	●		●		●	●●	●	●●	
Jj		●	●	●●		●●		●●	
Kk			●●	●	●	●	●	●●	
Ll	●	●		●●		●●		●●	
ll		●		●		●			
Mm		●●		●●		●	●	●●	
Nn		●	●	●	●		●●	●	●●
Ññ			●		●		●		●
Oo	●●				●	●	●●	●	●●
Pp		●●		●●		●	●	●	●
Qq			●●		●●		●●	●	●
Rr		●	●		●●		●●	●	●
Ss		●●		●●		●	●	●	●
Tt	●		●	●	●		●●	●	●●
Uu	●		●		●	●	●●	●	●
Vv		●	●	●●		●	●	●	●●
Ww			●●		●●		●●	●	●●
Xx			●●		●●		●●	●●	●
Yy		●	●	●	●	●		●	●
Zz			●●	●	●		●		●●

● English ● Spanish

Appendix

Literacy Scope and Sequence

Learning Letter Names and Sounds by Different “Advantages”

	English	Spanish
Theme 1	<u>Own name advantage</u> Identify the letters in own name and those same letters in other words. Describe letter features.	<u>Own name advantage</u> Begin to recognize the sounds of letters in own name and in names of friends. Refer to the letter by its sound rather than its name.
Theme 2	<u>Letters of the alphabet</u> Identify letters first learned to speak in words and compare features. Three or four letters are introduced per week with two letters similar and one distinctly different. Visual discrimination is fine-tuned by looking at straight, curved, slanted, horizontal and vertical lines.	<u>Sounds of letters</u> Begin to recognize the sounds of letters by connecting them to pictures. Begin with more frequently encountered letters, such as f, s, and b moving to letters with less frequent use, such as r, n, and w. Identify picture image, such as <i>foca</i> , and isolate the beginning sound /f/. Letter sound sequence reflected on the “Sonidos de las letras” poster.
Theme 3	<u>Letters of the alphabet</u> Identify letters in words and associate letter names to Letter Wall words and pictures. Focus on visual discrimination of letter shapes and identification of uppercase letters.	
Theme 4	<u>Letter name-letter sound relationship</u> Identify sounds of letters in which the sound of the letter is heard at the beginning or end of the letter name, such as d /d/.	<u>Letter-name pronunciation</u> Identify letter names in connection with their initial sounds using same letter sequence followed in Themes 2-3. Letter name sequence reflected on the “Sonidos de las letras” poster.
Theme 5	<u>Letter name-letter sound relationship</u> Identify the sound a letter represents and sort pictures by letter sound.	
Theme 6	<u>Letter writing approach</u> Pair the motor memory of writing a letter with remembering the letter name and the sound it represents. Letters are reviewed in alphabetical order from A to Z.	<u>Syllables</u> All letter names and sounds are reviewed in the same order as reflected on the “Sonidos de las letras” poster. Syllables are segmented, blended, and deleted.
Theme 7		
Theme 8	<u>Alphabet knowledge review</u> Review letters focusing on letters that are easily confused, such as u and n, using visual discrimination. Review letter names and sounds. Match upper- and lowercase letters.	<u>Letter writing approach</u> Pair the motor memory of writing a letter with remembering the letter name and the sound it represents. Letters are reviewed in alphabetical order from A to Z. Match upper- and lowercase letters.
Theme 9		

Appendix

Math Scope and Sequence

Unit 1: Describing and Exploring Our World Mathematically

Children explore and describe the attributes of the materials they will using to model their mathematical thinking throughout the year.

Theme 1	Week 1	Free Exploration of Materials/ Introduction of the Attendance Chain
	Week 2	Spatial Relationships
	Week 3	Attributes/ Alike and Different
	Week 4	Geometric Attributes (Shape, Lines, and Curves)
Theme 2	Week 1	Measurable Attributes (Size, Length, Height, Width)

Unit 2: Developing Formal Skills for Learning Mathematics

Children develop and solidify the foundational skills in counting, sorting, and patterning they need to learn formal math concepts, such as geometry, measurement, number, and data.

Theme 2	Week 2	Understanding Quantity and Subitizing (Quantities 0-3)
	Week 3	Meaningful Object Counting (Quantities 1-5)
	Week 4	Meaningful Object Counting (Quantities 1-10)
Theme 3	Week 1	Identifying and Ordering Numerals 0-10
	Week 2	Representing Quantities with Numerals 0-10
	Week 3	Sorting by One Attribute
	Week 4	Two-Element Patterns (AB, ABB, AAB)

Unit 3: Investigating Geometry, Measurement, Number, and Data

Children apply what they have learned about counting, sorting, and patterning to make sense of geometry, measurement, number and data.

Theme 4	Week 1	2-Dimensional Shapes
	Week 2	3-Dimensional Shapes
	Week 3	Measuring via Direct Comparison
	Week 4	Sorting Data by 2 Attributes
Theme 5	Week 1	Classifying Straight-Sided Shapes (Polygons)
	Week 2	Measuring with Non-Standard Units
	Week 3	Making Shapes (Putting Together and Taking Apart)
	Week 4	Making Sets to 10 (Numeration)
Theme 6	Week 1	Rote Counting to 30 (Patterns in the Number System)
	Week 2	Three and Four-Element Patterns (ABC, ABCD, AABC)
	Week 3	Grids
	Week 4	Graphing

Unit 4: Joining, Separating, and Comparing (Number Operations)

Children extend their understanding of numbers to make sense of and show how quantities change (grow or increase) through some type of operation (putting together or taking apart).

Theme 7	Week 1	Joining Quantities (Informal Addition)
	Week 2	Separating Quantities (Informal Subtraction)
	Week 3	Part-Part-Whole Relationships
	Week 4	Comparison of Quantities
Theme 8	Week 1	One-More/ One-Less (Ordering Quantities)
	Week 2	Five and Some More (6-10)
	Week 3	Ten and Beyond (Counting Sets of 11-20)

Unit 5: Analyzing Our World Mathematically

Children apply what they have learned about mathematics to analyze more abstract concepts, such as capacity, weight, time, equal shares, surveys, and the structure of patterns.

Theme 8	Week 4	Measuring Capacity and Weight
Theme 9	Week 1	Measuring Time
	Week 2	Classifying Patterns
	Week 3	Equal Shares
	Week 4	Surveys (Mathematical Review)