## SEEL Scope & Sequence in Skill Areas
### Kindergarten

<table>
<thead>
<tr>
<th>Phonological Awareness</th>
<th>Block 1</th>
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<tr>
<td>Sound Blending &amp; Manipulating</td>
<td>-<em>at, ag, ad, ab, an, am, ap, ack</em>&lt;br&gt;Short <em>a</em> words</td>
<td>-<em>ip, it, id, in, im, ig, ick-ish, ing</em>&lt;br&gt;Short <em>i</em> words&lt;br&gt;Short <em>a</em> and <em>i</em> vowels in words</td>
<td>-<em>ob, op, og, ot, ock</em>&lt;br&gt;Short <em>o</em> words&lt;br&gt;Short <em>a, i, and o</em> vowels in words</td>
<td>-<em>et, en, ed, -eck</em>&lt;br&gt;Short <em>e</em> words&lt;br&gt;Short <em>a, o, i, and e</em> vowels in words</td>
<td>-<em>ug, ub, ut, un, um, up, uck</em>&lt;br&gt;Short <em>u</em> words&lt;br&gt;Short <em>a, i, o, e, and u</em> vowels in words</td>
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<tr>
<td>Letter Sound Association</td>
<td><em>M, B, T, S, F</em>&lt;br&gt;Short <em>a</em></td>
<td><em>R, D, N, C, P</em>&lt;br&gt;Short <em>i</em></td>
<td><em>K, G, W, H, Sh</em>&lt;br&gt;Short <em>o</em></td>
<td><em>L, J, X, Ch</em>&lt;br&gt;Short <em>e</em></td>
<td><em>V, Z, Qu, Y</em>&lt;br&gt;Short <em>u</em></td>
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<tr>
<td>Decoding/Phonics</td>
<td>-<em>at, ag, ad, ab, an, am, ap, ack</em>&lt;br&gt;Short <em>a</em> words</td>
<td>-<em>ip, it, id, in, im, ig, ick-ish, ing</em>&lt;br&gt;Short <em>i</em> words&lt;br&gt;Short <em>a</em> words and short <em>a</em> words</td>
<td>-<em>ob, op, og, ot, ock</em>&lt;br&gt;Short <em>o</em> words&lt;br&gt;Short <em>a</em> words including <em>ish</em></td>
<td>-<em>et, en, ed, eck</em>&lt;br&gt;Short <em>e</em> words&lt;br&gt;Short <em>a</em> words</td>
<td>-<em>ug, ub ut, un, um, up, uck</em>&lt;br&gt;Short <em>u</em> words&lt;br&gt;Short <em>a, i, o, e</em> words</td>
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<tr>
<td>High Frequency Words</td>
<td><em>am, at, an, a, see, I, me, no, can, the, is, not</em>&lt;br&gt;in, it, his, will, did, my, she, him, with, thing</td>
<td><em>on, do, have, got, said, come, you, he, was</em>&lt;br&gt;go, to, yes, we, get, put, and, like, had, let</td>
<td><em>but, us, up, here, there</em>&lt;br&gt;but, us, up, here, there</td>
<td><em>but, us, up, here, there</em>&lt;br&gt;but, us, up, here, there</td>
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1. Sound Identification: Beginning Sounds
   • States the **first** sound heard in a series of words. (e.g., potato, pizza, pretzels, pop) (Blocks 1-3)
     o Students will say the first sound they hear in a series of words that begin with /p/.
   • States words that begin with a particular sound. (e.g., Think of a word that starts with /b/.) (Blocks 1-5)
     o Students will generate words that begin with /p/.
   • States the **initial** sound heard in words that **begin** with a target sound. (e.g., What sound does the word ‘dog’ start with?) (Blocks 1-5)
     o Students will say the first sound they hear in a given word that begins with /p/.

2. Sound Identification: Ending Sounds
   • States words that end in a particular sound. (Think of a word that ends with /p/.) (Blocks 3-5)
     o Students will generate words that end with /p/.
   • Sorts objects and pictures by same **final** sound. (Put words that end in /p/ and /m/ in different piles.) (Block 3)
     o Students will sort objects that end with /p/ from objects that end with /m/.
   • States the **final** sound heard in words. (e.g., What sound does the word ‘dog’ end with?) (Blocks 3-5)
     o Students will say the first sound they hear in a series of words that end with /p/.

3. Sound Identification: Medial Sounds
   • States the **medial vowel** sound heard in CVC or CVCC words. (e.g., What sound do you hear in the middle of the word ‘dog’?) (Blocks 4-5)
     o Students will say the middle sound heard in short Aa words (e.g., cat)
• Sorts objects and pictures by **medial vowel**. (e.g., Put words with the short a and short i vowels in different piles.) (Blocks 4-5)
  o Students will sort objects with the short Aa middle sound from objects with the short li middle sound.

4. Sound Blending, Segmenting & Manipulating:
• Blends **onset + rime** to make CVC words. (example: b-at = bat) (Blocks 1 and 2)
  o Students will blend beginning sounds and the –at ending to make words (e.g., b – at = bat).
• Stretches out the **vowels** in CVC words. (Cut = c – uuu – t.) (Blocks 1-5)
  o Students will stretch out the vowels in short Aa words (e.g., c – aaa – t).
• Blends individual **phonemes** into CVC words. (e.g., What sounds do you hear in the word ‘cut’?) (Blocks 3-5)
  o Students will blend single sounds into words (e.g., c – u – t = cut)
• Segments **phonemes** in CVC words by saying the individual sounds. (e.g., cut = c - u - t) (Blocks 3-5)
  o Students will segment phonemes by saying the individual sounds (e.g., cut = c – u – t)
• Contrasts number of sounds vs number of letters in words. (e.g., The word c-a-t has 3 letters and 3 sounds.) (Blocks 4-5)
  o Students will contrast the number of sounds from the number of letters in words (e.g.; Tack has 3 sounds, but 4 letters.).
• Changes, deletes, or adds sounds in words to make new words. (e.g., If I take away the ‘c’ in the word cat, what would be left? If I change the ‘c’ in cat to a ‘b’, I could make the word ‘bat’; If I add /s/ to –at, I could make the word ‘sat’.)
  o Students will exchange beginning sounds in –at words to make new words (e.g.; remove the /c/ from cat and change it to /b/ to form bat.).
  o Students will exchange ending sounds in –ag words to make new words (e.g.; remove the /g/ from bag and change it to /t/ to form bat.).
  o Students will exchange middle sounds in short vowel words to make new words (e.g.; remove the /a/ from bag and change it to /u/ to form bug.).
  o Students will delete beginning sounds from –at words to explore the –at ending.

5. Letter/Sound Association:
• Find a letter (vowel or consonant) from some options that goes with a particular sounds. (e.g., Choose from the letters ‘m’, ‘t’, or ‘s’ that goes with the sound /s/.) (Blocks 1-5)
  o Students will select Ss from a variety of letters as the letter that makes the /s/ sound.
• Produces the correct sound when shown a letter. (Blocks 1-5)
  o Students will produce the /s/ sound when shown the letter Ss.
• Produces the correct letter when hearing the sound. (Blocks 1-5)
  o Students will say the name of the letter Ss upon hearing the /s/ sound.
• Writes the correct letter when given a sound. (Blocks 2-5)
  o Students will write the letter Ss upon hearing the /s/ sound.

6. Decoding/Phonics: Decoding
• Reads short vowel –ag words in controlled texts.
  o Students will read –at words in controlled texts.
• Reads short vowel –ag words in isolation.
  o Students will read –at words in isolation.

7. Spelling and Word Analysis:
   a. Writes individual letters to represent targeted sounds. (Blocks 1-5)
   b. Writes short vowel words from dictation. (Block 1)
   c. Sorts words according to the initial sound and identifies the letter's name. (Blocks 1-2)
   d. Blends letters representing initial onset and final rime ending to make words (e.g., Push together ‘p’ and –at to make and say ‘pat’). (Blocks 1-2)
   e. Writes CVC words from dictation with the word segmented into onset and rime (C-VC) and with rime endings available to copy (e.g. on a word wall). (Block 2)
   f. Recognizes ending sounds in CVC words and identifies the short vowel. Spells sight words. (Block 2)
   g. Writes CVC words with sound- by-sound support (including digraphs as two letters with one sound). (Block 3)
   h. Recognizes that all words have a vowel. (Block 3)
   i. Sorts CVC words according to short vowel sound and identifies the vowel's name. (Block 3)
   j. Segments and counts individual sounds in CVC words and maps the sound to letter(s). (Block 3)
   k. Selects needed sight words from a word wall during writing. (Block 3)
   l. Writes CVC words from dictation with repeating the targeted word. (Block 4)
   m. Names the vowel in CVC words and isolates its sound. (Blocks 4-5)
   n. Identifies a non word by whether or not it has a vowel. (Blocks 4-5)
   o. Segments and counts individual sounds in CVC, CVCC, CCVC words and maps the sound to letter(s). (Blocks 4-5)
   p. Selects individual letters (e.g., from a letter tray) to make short vowel CVC words with sound by sound support. (Blocks 4-5)
   q. Writes CVC words from dictation. (Block 5)