

Pre-K Scope and Sequence

LITERACY AND LANGUAGE DEVELOPMENT

	Theme									
	1	2	3	4	5	6	7	8	9	10
Phonological Awareness										
Becomes familiar with nursery rhymes and rhyming songs	•	•	•	•						
Identifies spoken words as same or different	•	•								
Identifies oral rhymes		•	•	•						
Blends, segments, claps syllables		•	•	•	•					
Produces oral rhymes			•	•	•	•	•	•	•	•
Listens for beginning sound				•	•	•	•			
Matches/produces words with same beginning sound					•	•	•	•	•	•
Isolates beginning sound							•	•		•
Blends onset and rime								•	•	•
Blends two phonemes									•	•
Transition to Kindergarten										
Segments onset and rime									•	•
Blends three phonemes									•	•
Substitutes initial sound										•
Isolates ending sound										•
Segments phonemes										•
Comprehension										
Makes and confirms predictions	•	•	•	•	•	•	•	•	•	•
Makes connections using illustrations/photos, prior knowledge, real-life experiences	•	•	•	•	•	•	•	•	•	•
Notes details	•	•					•	•	•	•
Makes inferences	•			•			•			
Draws conclusions				•	•		•			
Identifies sequence of events		•		•	•	•	•	•		•
Recognizes story structure: Characters, setting		•				•		•		
Compares and contrasts			•	•	•	•			•	•
Distinguishes between fiction and nonfiction					•	•	•	•	•	•
Determines cause and effect				•		•				
Categorizes and classifies					•	•	•			
Recognizes story structure: Beginning, middle, and end						•	•	•	•	•
Distinguishes between fantasy and realism								•	•	•

	Theme									
	1	2	3	4	5	6	7	8	9	10
Recognizes story structure: Plot									•	
Recognizes main idea									•	•
Predicts outcomes										•
Uses props to convey meaning	•	•	•	•	•	•	•	•	•	•
Follows directions	•	•		•		•		•		•
Retells story in sequence		•		•		•		•		•
Identifies recurring themes across works				•	•	•	•	•	•	•
Identifies rhyme, rhythm, and repetition in poems			•	•	•	•	•	•	•	•
Identifies, retells important facts from an informational text		•	•	•	•	•	•	•	•	•
Oral Language and Vocabulary										
Uses newly learned vocabulary on multiple occasions and in new contexts	•	•	•	•	•	•	•	•	•	•
Identifies a wide variety of objects through receptive language	•	•	•	•	•	•	•	•	•	•
Names, describes actual or pictured objects		•	•	•	•	•	•	•	•	•
Shows a steady increase in listening and speaking vocabulary		•	•	•	•	•	•	•	•	•
Derives meaning from non-verbal and verbal cues	•	•	•	•	•	•	•	•	•	•
Identifies the source of environmental sounds	•	•	•	•	•	•	•	•	•	•
Expresses familiar routines, tells simple personal narratives or memories	•	•	•	•	•	•	•	•	•	•
Identifies the meaning of content-specific vocabulary	•	•	•	•	•	•	•	•	•	•
Interprets illustrations, simple charts, webs			•	•	•	•	•	•	•	•
Uses position words	•		•			•		•		•
Uses sensory words			•	•			•			
Uses temporal words		•		•		•		•		
Follows directions	•	•		•		•		•		•
Begins to understand simple multiple-meaning words, homonyms, synonyms, antonyms						•	•	•	•	•
Begins to understand naming words, action words, describing words								•	•	•

	Theme									
	1	2	3	4	5	6	7	8	9	10
Speaks in complete sentences with subject/verb agreement					•	•	•	•	•	•
Experiments with using more complex grammar and parts of speech									•	•
Speaks in large/small groups, formal/informal settings			•	•	•	•	•	•	•	•
Listens to and engages in sustained conversation (five or more exchanges)						•	•	•	•	•
Book/Print Awareness										
Makes connections between oral language and print	•	•	•	•	•	•	•	•	•	•
Shows where reading begins on a page				•	•			•	•	
Demonstrates directionality in print				•	•				•	•
Distinguishes between print and illustrations		•	•	•					•	
Recognizes print forms in the environment		•	•					•		
Develops understanding of different functions of print			•				•	•		
Distinguishes letters from numbers				•	•	•	•	•		•
Identifies role of author and illustrator	•		•	•						•
Recognizes print features of informational texts			•							•
Recognizes graphic aids of informational texts								•		•
Identifies use of informational text								•	•	•
Identifies and explains how the title contributes to meaning						•	•	•		•
Demonstrates the proper use and care of books			•	•	•	•	•	•	•	•
Points out front cover and first, middle, and end pages of a book					•	•			•	
Understands that letters form words		•			•	•	•	•	•	•
Understands that words are separated by spaces					•	•	•	•	•	•
Counts words in a sentence						•	•		•	•
Recognizes favorite books by the covers	•	•	•	•	•	•	•	•	•	•
Motivation to Read										
Listens to and discusses literary multicultural texts, songs, and oral stories	•	•	•	•	•	•	•	•	•	•
Shows growing interest and involvement in a variety of books and poetry			•	•	•	•	•	•	•	•
Chooses to look at books independently, sees self as reader			•	•	•	•	•	•	•	•
Independently engages in reading behaviors			•	•	•	•	•	•	•	•

	Theme									
	1	2	3	4	5	6	7	8	9	10
Letter and Word Knowledge										
Knows order of the alphabet and recites in sequence	•	•	•							•
Focuses on letter names and shapes	•	•	•	•	•	•	•	•	•	•
Recognizes own written name in a variety of contexts, capital and lowercase letters		•	•	•	•					
Begins to notice the beginning letters in familiar words				•	•	•	•	•	•	•
Is introduced to letter sounds					•	•	•	•	•	•
Identifies 10 or more printed alphabet letters by name, in random order						•	•			
Matches some letters with their sound					•	•				
Correctly produces the most common sound for 5–8 letters						•	•	•		
Selects letters to stand for sounds (8–10 correct letter-sound associations)									•	•
Identifies all 26 alphabet letters (capital and lowercase) by name, in random order									•	•
Recognizes some frequently seen words									•	•
Writing, Written Expression										
Experiments daily with a variety of writing surfaces and materials	•	•	•	•	•	•	•	•	•	•
Dictates words, phrases, ideas, experiences, story events, sentences	•	•	•	•	•	•	•	•	•	•
Uses pictures, signs, symbols to represent oral language, ideas, stories	•	•	•	•	•	•	•	•	•	•
Uses scribbles to represent language			•	•	•	•	•	•	•	•
Experiments with basic writing conventions		•	•	•	•	•	•	•	•	•
Writes independently and without resistance					•	•	•	•	•	•
Writes own name using initial capital and lowercase letters					•	•	•	•	•	•
Generates content and topics for writing		•	•	•	•	•	•	•	•	•
Contributes to a shared writing	•	•	•	•	•	•	•	•	•	•
Writes five or more recognizable upper- or lowercase letters or numbers									•	•
Writes for specific and varied purposes			•	•	•	•	•	•	•	•
Fluency										
Listens daily to fluent and expressive formal and informal texts	•	•	•	•	•	•	•	•	•	•
Progresses in clarity of pronunciation		•	•	•	•	•	•	•	•	•
Speaks with appropriate volume, intensity, and tone		•	•	•	•	•	•	•	•	•
Recites with expression and rhythm	•	•	•	•	•	•	•	•	•	•

MATH

	Theme									
Geometry and Spatial Sense	1	2	3	4	5	6	7	8	9	10
Recognizes, names, describes, compares, combines shapes and solids	•		•		•			•		•
Understands and describes position, direction, distance	•		•					•		•
Demonstrates an awareness of symmetry									•	•
Builds understanding of size as related to space						•	•			
Makes connections between 2-D and 3-D forms	•		•		•			•		•
Constructs and sorts solid shapes and forms	•		•					•		•
Patterns										
Reproduces patterns of sound and physical movement			•							•
Reproduces simple patterns of concrete objects			•							•
Predicts what comes next to extend a pattern			•			•				•
Creates simple repeating patterns			•			•				•
Time Concepts										
Uses language associated with time in everyday situations	•	•	•	•	•	•	•	•	•	•
Begins to categorize time intervals		•						•		
Uses and compares temporal terms						•		•		
Measurement										
Explores the use and meaning of currency and coins							•			•
Examines, manipulates, and identifies familiar U.S. coins					•		•			•
Measures length of objects						•				
Explores the concept of capacity							•			•
Explores the weight and mass of objects							•			•
Explores using standard and non-standard measures for length, area, weight						•	•			
Estimates length, size, distance, time							•			•
Compares size, length, capacity, weight in natural situations					•	•	•	•		•
Names standard tools for measuring time, temperature, length, capacity, weight					•	•	•	•		

	Theme									
Classification and Data Collection	1	2	3	4	5	6	7	8	9	10
Compares and contrasts objects	•		•		•	•	•			•
Sorts objects and explains how the sorting was done	•		•		•	•	•	•		•
Uses charts and graphs					•					•
Numbers and Operations										
Counts by ones to ten or higher (by rote)		•	•	•	•	•	•	•	•	•
Compares numbers of objects using language		•		•	•		•	•	•	
Uses one-to-one correspondence to arrange and compare sets		•		•	•		•			
Counts and builds sets of one to five objects		•		•				•		
Counts concrete objects to five or higher				•						
Understands that numbers always represent the same quantity		•	•	•		•		•		•
Identifies first, middle, and last in a series		•	•	•		•		•		•
Uses ordinal numbers from first to fifth		•		•				•		•
Recognizes numerals 1 through 5		•	•	•						
Recognizes and describes the concept of zero				•						
Matches a numeral to a set of 1 to 5		•		•				•		
Recognizes numerals through 10				•	•	•	•	•	•	•
Explores the concept of whole, parts, and parts that make a whole							•			•
Uses numbers to predict, estimate, and make realistic guesses				•	•					•
Combines and separates sets of objects to create a new set				•			•	•	•	
Names "how many" are in a group of up to three objects without counting							•	•		
Recognizes numbers in the environment				•	•	•	•	•	•	•
Problem Solving										
Explores and solves a simple, orally presented problem				•	•	•	•	•	•	•
Identifies the question in the problem				•	•			•	•	•
Decides if enough information is present to solve the problem				•				•	•	•
Makes a step-by-step plan to solve a problem							•	•	•	•
Selects and applies a strategy					•	•	•	•	•	•
Identifies alternative ways to solve a problem					•					•

Reasoning	Theme									
	1	2	3	4	5	6	7	8	9	10
Uses and explains/supports reasoning				•	•	•	•	•	•	•
Makes, tests generalizations								•		
Supports or refutes mathematical statements or solutions		•	•	•	•	•	•	•	•	•
Communication										
Uses multiple representations to express concepts or solutions				•	•	•	•	•	•	•
Expresses mathematical ideas orally and with concrete materials			•	•	•	•	•	•	•	•

SCIENCE										
Science Processes										
Recognizes that everyone can do science and invent things	•	•	•	•	•	•	•	•	•	•
Observes, describes, and uses safe tools and procedures					•	•	•	•	•	•
Asks questions about and investigates objects, events, and organisms			•	•	•	•	•	•	•	•
Uses senses to investigate objects, events, organisms			•	•	•	•	•	•	•	•
Describes observations and records events			•	•	•	•	•	•	•	•
Recognizes, identifies, and describes changes in his/her environment	•	•		•		•			•	
Compares and contrasts data			•	•	•	•	•	•	•	•
Sorts objects and organisms into groups and describes organization			•	•	•	•	•	•	•	•
Science Concepts										
Describes how offspring are like their parents		•			•					
Describes sequences and patterns found in nature			•	•						•
Identifies animals and plants as living things		•			•					•
Recognizes that living things have similar needs for water, food, and air		•			•		•			•
Expands knowledge and respect for own body and the environment			•	•	•					•
Applies understanding of life cycles to plants and animals					•					•
Observes, describes, and compares soils, rocks, and water			•	•						
Identifies and describes the sun, moon, and stars								•		•
Observes and describes weather and how it changes			•	•						

	Theme									
	1	2	3	4	5	6	7	8	9	10
Describes how sun affects temperature of land, air, and water				•						
Explores concepts about air				•						
Considers the impact of seasons on people and animals				•					•	
Observes and describes various ways that objects move	•					•	•	•		
Identifies and describes the change in direction of an object						•	•			
Identifies sounds made by objects			•					•		
Explores what things are made of						•	•	•		
Observes and explores how materials change, react, and interact when combined			•	•		•	•	•	•	•
Observes, explores, and manipulates simple machines						•	•			•
Manipulates, observes, compares weight and motion of concrete objects								•	•	
Investigates states of matter (solids and liquids)				•						
Compares pictures, photographs, and models to real people, places, and things		•					•	•		

SOCIAL STUDIES										
Individual, Culture, and Community										
Recognizes qualities, interests, skills, traditions, experiences that make people unique	•	•	•	•	•	•	•	•	•	•
Investigates ways that people form a community		•								•
Identifies similarities and differences among people		•						•		•
Demonstrates positive human attributes, relationships, roles, and social skills	•				•			•	•	•
Describes different ways that people live, work, and play		•						•		•
History										
Begins to understand family history and relationships		•								•
Begins to categorize time intervals				•	•			•	•	•
Identifies ways people's communities and everyday lives have changed		•				•	•			•
Begins to measure calendar time by days, weeks, months, and years			•	•	•					•
Recalls and explains sequence of events			•	•	•			•	•	•

Geography	Theme									
	1	2	3	4	5	6	7	8	9	10
Observes and describes features of natural, human-made, familiar, unfamiliar places	•		•	•	•		•			•
Learns important information about his/her immediate area		•	•							
Becomes aware of common symbols in the community		•	•			•	•			
Recognizes that food, clothing, transportation vary depending on region, environment				•			•		•	
Identifies basic global features, demonstrates simple geographic thinking				•	•					
Economics										
Understands roles, responsibilities, services provided by community workers		•								•
Understands basic human needs for food, clothing, shelter				•	•		•			•
Recognizes that people create food, clothing, shelter from natural resources				•			•			•
Recognizes that there are steps involved in making a product						•	•			
Becomes aware of what it means to be a consumer							•		•	

SOCIAL/EMOTIONAL DEVELOPMENT

Personal Development										
Identifies self by categories (e.g., gender, age, family relationships)	•	•								
Knows own first and last name	•	•								•
Names family members and relationships		•						•		
Separates from family, adjusts to new situations	•	•								•
Tries to learn address and phone number								•	•	•
Helps establish rules, routines	•	•	•	•						
Uses materials appropriately and puts them away					•	•	•	•	•	•
Takes care of his/her own things					•	•	•	•	•	•
Connects actions and consequences			•	•		•	•		•	
Accepts responsibility for own behavior				•		•	•	•	•	•
Expresses and manages feelings, needs, opinions	•					•	•	•		
Displays a positive self-concept and self-esteem	•			•			•	•	•	•
Demonstrates confidence						•		•		•
Demonstrates increasing independence						•		•		•

	Theme									
	1	2	3	4	5	6	7	8	9	10
Pursues challenges, accepts setbacks						•	•	•	•	•
Shows curiosity in new experiences			•		•		•	•	•	•
Follows familiar routines independently				•	•					•
Expresses interests and self-direction in learning			•		•		•		•	
Asks for help when needed					•	•				
Stays with or repeats a task				•	•		•	•		•
Maintains concentration over time						•	•	•	•	•
Sets goals, develops and follows through on plans					•	•	•	•	•	•
Respects differences		•	•	•				•	•	•
Respects rights and property of self and others		•			•	•	•	•	•	•
Contributes to classroom responsibility (takes on jobs)			•	•	•					•

Social Development

Shares and cooperates with others			•	•	•	•	•	•	•	•
Initiates play situations			•	•	•			•	•	•
Shows concern about rules and group expectations			•	•	•	•	•			
Demonstrates conflict-resolution strategies						•	•	•	•	•
Learns how to make and keep friends	•				•	•	•	•	•	•
Shows empathy					•		•	•	•	•
Uses good manners		•	•		•		•	•	•	
Takes turns			•	•		•	•	•	•	•
Helps others in need							•	•	•	•
Works with others to solve problems	•	•					•	•	•	•

FINE ARTS

Art										
Creates original work	•	•	•	•	•	•	•	•	•	•
Creates more detailed, creative, or realistic artwork						•	•	•	•	•
Shares ideas about personal artwork		•	•	•	•	•	•	•	•	•
Shows interest in the artwork of others					•	•	•	•	•	•
Music										
Participates in classroom music activities	•	•	•	•	•	•	•	•	•	•
Reproduces or creates sound patterns			•	•		•				•
Recalls words in a song or fingerplay	•	•	•	•	•	•	•	•	•	•

Dramatic Play	Theme									
	1	2	3	4	5	6	7	8	9	10
Expresses feelings through movement	•	•	•	•	•	•	•	•	•	•
Engages in dramatic play with others	•	•	•	•	•	•	•	•	•	•
Combines activities, materials, and equipment in new ways			•	•	•	•	•	•	•	•
Uses language as part of dramatic play	•	•	•	•	•	•	•	•	•	•
Makes believe with objects	•	•	•	•	•	•	•	•	•	•
Dramatizes stories, experience, poems, fingerplays, moods	•	•	•	•	•	•	•	•	•	•

PHYSICAL DEVELOPMENT

Physical Movement/Gross Motor Skills

Builds an understanding of directionality and position in space	•	•	•	•	•	•	•	•	•	•
Explores balance		•	•	•	•	•	•	•	•	•
Integrates body movements with senses		•	•	•	•				•	•
Distinguishes left from right; uses one side of the body at a time		•	•	•	•					•
Strengthens bilateral coordination			•	•	•	•	•	•	•	•
Strengthens alternating the left and right sides of the body			•	•	•	•	•	•	•	•
Participates in activities that build left-to-right visual progression					•	•	•	•	•	•
Names, locates, and understands relationships of body parts			•	•	•	•	•	•	•	•
Develops strength and endurance (cardiovascular fitness)			•	•	•	•	•	•	•	•
Moves in rhythm					•	•	•	•	•	•

Fine Motor Skills

Practices self-help skills (zips, buttons)		•	•	•						
Develops strength, dexterity, and control needed to use tools and materials		•	•	•	•	•	•	•	•	•
Uses writing and drawing tools with control and intention					•	•	•	•	•	•
Coordinates hand and eye movements					•	•	•	•	•	•
Explores manipulative toys	•	•	•	•	•	•	•	•	•	•
Strengthens hand grasp and uses hands in many positions			•	•	•	•	•	•	•	•
Develops pincer control in picking up small objects				•	•	•	•	•	•	•
Manipulates two small objects at the same time					•	•	•	•	•	•
Controls fingers individually						•	•	•	•	•

HEALTH AND SAFETY

Health

Health	Theme									
	1	2	3	4	5	6	7	8	9	10
Practices routine healthy behaviors	•			•	•			•	•	•
Understands the need for exercise and rest		•			•			•		
Recognizes and selects healthy foods		•	•		•		•	•	•	

Safety

Recognizes the danger of fire			•							
Responds appropriately during a fire/emergency drill			•							
Knows how to cross a street safely	•	•			•			•		
Knows never to eat substances that are not food					•					•
Communicates to another the danger of a behavior				•		•				•
Learns to use tools, utensils, and materials safely	•					•		•	•	•
Discusses and utilizes appropriate health and safety procedures	•	•			•	•	•	•	•	•

MEDIA AND TECHNOLOGY

Media

Enjoys using electronic forms of storybooks and information texts	•	•	•	•	•	•	•	•	•	•
Uses various media to document and communicate meaningful experiences	•	•	•	•	•	•	•	•	•	•

Technology

Uses various input devices (voice/sound recorder, mouse, keyboard, or touch screen)	•	•	•	•	•	•	•	•	•	•
---	---	---	---	---	---	---	---	---	---	---