

Pre-K Scope & Sequence

	Block 1	Block 2	Block 3	Block 4
Print Awareness	<p>Recognizes own name in print</p> <p>Tells where to start reading</p> <p>Follows reading left to right (points to words)</p>	<p>Finds identical words in repetitive texts</p> <p>Predicts what will be read in repetitive text</p> <p>Points to words when engaged in shared reading of a repetitive text</p>	<p>Identifies one of two words or letters to make a choice (e.g. finds the M in milk to pick milk vs. water to drink)</p> <p>Points to each word during shared reading of a repetitive or predictable text</p> <p>Recognizes a specific target word in context after some prior exposure</p> <p>Matches identical words</p>	<p>Dictates experiences and can tell if what was written is correct</p> <p>“Reads” from memory a very repetitive or predictable text</p> <p>“Reads” a recurring word or phrase in a repetitive text</p>
Letter Naming	Names, identifies and writes the following letters: M, B, T, S, O and X	Names, identifies and writes the following letters: F, A, P, C, L, R	Names, identifies and writes the following letters: E, N, K, D, H, I	Names, identifies and writes the following letters: W, G, U, Z, V, Y, Q, J
Alliteration	<p>Repeats a series of words that begin with the following sounds: /m/, /b/, /t/, /s/</p> <p>Sorts words that begin with a particular sound from words that don't with high levels of support</p>	<p>Repeats a series of words that begin with the following sounds: /f/, /p/, /k/, /l/, /r/</p> <p>Sorts words that begin with a particular sound from words that don't with high levels of support</p>	<p>Repeats a series of words that begin with the following sounds: /n/, /d/, /h/</p> <p>Sorts words that begin with a particular sound from words that don't with high levels of support</p>	<p>Repeats a series of words that begin with the following sounds: /w/, /g/, /z/, /v/, j sound (as in jump)</p> <p>Sorts words that begin with a particular sound from words that don't with high levels of support</p>
Rhyming (Choose from the endings listed below)	Generates or identifies familiar rhyming words (see list below) with modeling and imitative support during instructional activities	Generates or identifies familiar rhyme word pairs after exposure to that rhyme ending in a lesson (select target rhyme endings from the list below)	Generates and identifies familiar rhyme words in new contexts (not during or immediately following a rhyme instruction)	Generates and identifies new rhyme words (not previously introduced in instruction) in new and different contexts

Blending and Segmenting Sounds	Blends words into compound words (e.g., hot + dog =hotdog)	Blends syllables into words	Blends syllables into words	Blends syllables into words
	Segments sentences into words	Segments compound words into their parts (e.g.; hotdog = hot + dog)	Segments the onset (initial consonant or blend) from a familiar word's rhyme ending	Segments the onset (initial consonant or blend) from a familiar word's rhyme ending
	Blends onset with rhyme ending for familiar words (e.g, those just introduced in rhyming)	Blends onset with rhyme ending for familiar words (e.g, those just introduced in rhyming)	Blends onset with rhyme ending for familiar words (e.g, those just introduced in rhyming)	Blends onset with rhyme ending for familiar words (e.g, those just introduced in rhyming)

Choose any of the endings listed at any time during the year to meet rhyme objectives:

-at	-en	-in	-op	-ug
-am	-et	-ip	-ot	-ud
-ap	-ed	-it	-og	-up
-ag	-ell	-id	-ob	-ub
-ab	-eck	-ig	-ox	-um
-an	-ew	-im	-ock	-un
-ad	-ee	-ill	-ow	-us
-ack	-eet	-ish	-out	-ut
-ash	-eel	-ick	-oo	-uff
-and	-est	-ift	-oop	-uck
-ake	-eep	-ing	-oot	-ump
-ate	-een	-ight	-o	-unch
-ace		-igh	-ote	
-ape		-irl	-ore	
-ane		-ine	-old	
-ame		-ike		
-aw		-ide		
-ar		-ize		
-ay				
-all				
-air				
-ail				