

Pre-K 2 ELA Scope and Sequence

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p>Identifies and names letters</p> <ul style="list-style-type: none"> Recognizes and names a few letters in own name. <p>16a</p>	<p>Identifies and names letters</p> <ul style="list-style-type: none"> Recognizes and names a few letters in own name. <p>16a</p>	<p>Identifies and names letters</p> <ul style="list-style-type: none"> Recognizes and names as many as 10 letters, especially those in own name. <p>16a</p>	<p>Identifies and names letters</p> <ul style="list-style-type: none"> Identifies and names 11-20 upper and 11-20 lowercase letters when presented in random order. <p>16a</p>
<p>Identifies letter-sound correspondences</p> <ul style="list-style-type: none"> Identifies the sounds of a few letters. <p>16b</p>	<p>Identifies letter-sound correspondences</p> <ul style="list-style-type: none"> Identifies the sounds of a few letters. <p>16b</p>	<p>Identifies letter-sound correspondences</p> <ul style="list-style-type: none"> Produces the correct sounds for 10-20 letter. <p>16b</p>	<p>Identifies letter-sound correspondences</p> <ul style="list-style-type: none"> Produces at least one correct sound for each letter in the alphabet. <p>16b</p>
<p>Uses and appreciates books and other texts</p> <ul style="list-style-type: none"> Shows interest in books. <p>17a</p>	<p>Uses and appreciates books and other texts</p> <ul style="list-style-type: none"> Orients book correctly; turns pages from the front of the book to the back. <p>17a</p>	<p>Uses and appreciates books and other texts</p> <ul style="list-style-type: none"> Recognizes familiar books by their covers. <p>17a</p>	<p>Uses and appreciates books and other texts</p> <ul style="list-style-type: none"> Knows some features of a book (e.g., title, author, illustrator, front and back covers) connects specific books to authors. <p>17a</p>
<p>Uses print concepts</p> <ul style="list-style-type: none"> Shows understanding 	<p>Uses print concepts</p> <ul style="list-style-type: none"> Indicates where to start 	<p>Uses print concepts</p> <ul style="list-style-type: none"> Indicates the direction 	<p>Uses print concepts</p> <ul style="list-style-type: none"> Shows awareness of

17b that text is meaningful and can be read.	17b reading.	17b to follow text.	17b various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation.
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Pre-K 3 ELA Scope and Sequence

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p>Interacts during reading experiences, book conversations, and text reflections</p> <ul style="list-style-type: none"> Contributes particular language from the book at the appropriate time. <p>18a</p>	<p>Interacts during reading experiences, book conversations, and text reflections</p> <ul style="list-style-type: none"> Asks and answers questions about the text. <p>18a</p>	<p>Interacts during reading experiences, book conversations, and text reflections</p> <ul style="list-style-type: none"> Refers to pictures in the book. <p>18a</p>	<p>Interacts during reading experiences, book conversations, and text reflections</p> <ul style="list-style-type: none"> Identifies story-related problems, events, and resolutions during conversations with an adult. <p>18a</p>
<p>Uses emergent reading skills</p> <ul style="list-style-type: none"> Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues. <p>18b</p>	<p>Uses emergent reading skills</p> <ul style="list-style-type: none"> Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult. <p>18b</p>	<p>Uses emergent reading skills</p> <ul style="list-style-type: none"> Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation. <p>18b</p>	<p>Uses emergent reading skills</p> <ul style="list-style-type: none"> Tries to match oral language to words on page; points to words as he reads. <p>18b</p>
<p>Retells stories and recounts details from informational texts</p> <ul style="list-style-type: none"> Retells some events or information from a 	<p>Retells stories and recounts details from informational texts</p> <ul style="list-style-type: none"> Retells familiar stories and recounts details 	<p>Retells stories and recounts details from informational texts</p> <ul style="list-style-type: none"> Retells a familiar story and recounts an 	<p>Retells stories and recounts details from informational texts</p> <ul style="list-style-type: none"> Retells stories and recounts informational

18c familiar story or other text with close adult prompting.	18c from a nonfiction text using pictures or props as prompts.	18c informational text in proper sequence, including major events and characters, as appropriate.	18c texts with many details about characters, events, ideas, and storylines.
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Pre-K ELA Scope and Sequence

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p>Notices and discriminates discrete units of sound</p> <ul style="list-style-type: none"> Shows awareness of separate words in sentences <p>15c</p>	<p>Notices and discriminates discrete units of sound</p> <ul style="list-style-type: none"> Shows awareness of separate syllables in words <p>15c</p>	<p>Notices and discriminates discrete units of sound</p> <ul style="list-style-type: none"> Verbally blends and separates onset. <p>15c</p>	<p>Notices and discriminates discrete units of sound</p> <ul style="list-style-type: none"> Rhyme in one syllable words. <p>15c</p>
<p>Notices and discriminates rhyme</p> <ul style="list-style-type: none"> Joins in rhyming songs and games <p>15a</p>	<p>Notices and discriminates rhyme</p> <ul style="list-style-type: none"> Fills in the missing rhyming words <p>15a</p>	<p>Notices and discriminates rhyme</p> <ul style="list-style-type: none"> Generates rhyming words spontaneously <p>15a</p>	<p>Notices and discriminates rhyme</p> <ul style="list-style-type: none"> Decides whether two words rhyme. <p>15a</p>
<p>Notices and discriminates alliteration</p> <ul style="list-style-type: none"> Sings songs and recites rhymes and refrains with repeating initial sounds <p>15b</p>	<p>Notices and discriminates alliteration</p> <ul style="list-style-type: none"> Shows awareness that some words begin the same way <p>15b</p>	<p>Notices and discriminates alliteration</p> <ul style="list-style-type: none"> Matches beginning sounds of some words. <p>15b</p>	<p>Notices and discriminates alliteration</p> <ul style="list-style-type: none"> Matches beginning sounds of some words. <p>15b</p>

Pre-K Writing Scope and Sequence

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p>Writes Name (19a)</p> <ul style="list-style-type: none"> ● Makes scribbles or marks ● Makes controlled linear scribbles 	<p>Writes Name (19a)</p> <ul style="list-style-type: none"> ● Writes mock letters or letter-like forms ● Writes letter strings 	<p>Writes Name (19a)</p> <ul style="list-style-type: none"> ● Writes partially accurate first name 	<p>Writes Name (19a)</p> <ul style="list-style-type: none"> ● Writes accurate first name ● Writes accurate first and last name
<p>Writes to convey ideas and information (19b)</p> <ul style="list-style-type: none"> ● Uses drawing, dictation, and scribbles or marks to convey a message ● Uses drawing, dictation, and controlled linear scribbles to convey a message 	<p>Writes to convey ideas and information (19b)</p> <ul style="list-style-type: none"> ● Uses drawing, dictation, and mock letters or letter forms to convey a message ● Uses drawing, dictation, and letter strings to convey a message 	<p>Writes to convey ideas and information (19b)</p> <ul style="list-style-type: none"> ● Uses drawing, dictation, and early invented spelling to convey a message ● Produces very simple or simple compositions using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed 	<p>Writes to convey ideas and information (19b)</p> <ul style="list-style-type: none"> ● Produces longer, more detailed compositions that have a clear structure revising and editing by incorporating feedback from others as needed ● Produces more complex and lengthy compositions using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback

			from others as needed; writes over short and extended time frames as appropriate for the task and purpose.
<p>Writes using conventions (19c)</p> <ul style="list-style-type: none"> Prints many upper and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization; writes simple words phonetically based on knowledge of sound-letter relationships 	<p>Writes using conventions (19c)</p> <ul style="list-style-type: none"> Prints all upper and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts 	<p>Writes using conventions (19c)</p> <ul style="list-style-type: none"> Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading 	<p>Writes using conventions (19c)</p> <ul style="list-style-type: none"> Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft

Kindergarten Math Scope and Sequence

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p><u>Numbers and Operations:</u></p> <ul style="list-style-type: none"> ● Recognize numbers 0-10 (K.CC.A.1) ● Write numbers 0-10 (K.CC.A.3) ● Rote count to 25 (K.CC.A.1) ● Understand the relationship between numbers and quantities (K.CC.B.4) ● Count to tell the number of objects and answer how many? to 10 (K.CC.B.5) 	<p><u>Numbers & Operations:</u></p> <ul style="list-style-type: none"> ● Recognize numbers 0- 20 (K.CC.A.1) ● Write numbers 0-20 (K.CC.A.3) ● Rote count to 50 (K.CC.A.1) ● Count by 10's to 100 (K.CC.A.1) ● Compare 2 numbers (K.CC.B.6) ● Understand the relationship between numbers and quantities (K.CC.B.4) ● Count to tell the number of objects and answer “how many” to 20 (K.CC.B.5) ● Represent addition/subtraction with objects, fingers, mental images, acting out situations, etc. (K.OA.A.1) 	<p><u>Numbers and Operations</u></p> <ul style="list-style-type: none"> ● Recognize numbers 0- 50 (K.CC.A.1) ● Write numbers 0-50 (K.CC.A.3) ● Rote count to 75 (K.CC.A.1) ● Count by 10's to 100 (K.CC.A.1) ● Compare 2 numbers (K.CC.B.6) ● Understand the relationship between numbers and quantities (K.CC.B.4) ● Count to tell the number of objects & answer “how many” to 20 (K.CC.B.5) ● Solve basic addition problems fluently within 5 (K.OA.A.2, K.OA.A.5) ● Solve basic subtraction problems fluently within 5 (K.OA.A.2, K.OA.A.5) ● Count forward from any given number (K.CC.A.2) ● Decompose numbers less than or equal to 10 (K.OA.A.3) ● Find the numbers that make 10 (K.OA.A.4) 	<p><u>Numbers and Operations</u></p> <ul style="list-style-type: none"> ● Recognize numbers 0- 100 (K.CC.A.1) ● Write numbers 0-100 (K.CC.A.3) ● Rote count to 100 (K.CC.A.1) ● Count by 10's to 100 (K.CC.A.1) ● Compare 2 numbers (K.CC.B.6) ● Understand the relationship between numbers and quantities (K.CC.B.4) ● Count to tell the number of objects & answer “how many” to 20 (K.CC.B.5) ● Solve basic addition problems fluently within 5 (K.OA.A.2, K.OA.A.5) ● Solve basic subtraction problems fluently within 5 (K.OA.A.2, K.OA.A.5) ● Count forward from any given number (K.CC.A.2) ● Solve word problems using addition or subtraction within 10 (K.OA.A.2) ● Find the numbers that make 10 (K.OA.A.4) ● Decompose numbers less than or equal to 10 (K.OA.A.3) ● Compose & decompose numbers from 11 to 19 (K.NMT.A.1)

<p><u>Measurement and Data</u></p> <ul style="list-style-type: none"> Sort objects by color (K.MD.B.3) 	<p><u>Measurement and Data</u></p> <ul style="list-style-type: none"> Sort objects by color & shape (K.MD.B.3) 	<p><u>Measurement and Data</u></p> <ul style="list-style-type: none"> Sort objects by color, shape, & size (K.MD.B.3) Describe measurable attributes of objects. Describe several measurable attributes of a single object. (K.MB.A.1) 	<p><u>Measurement and Data</u></p> <ul style="list-style-type: none"> Sort objects by color, shape, & size (K.MD.B.3) Graph objects (K.MD.A.2) Describe measurable attributes of objects. Describe several measurable attributes of a single object. (K.MB.A.1) Compare objects according to standard measurement (K.MB.A.2)
<p><u>Geometry</u></p> <ul style="list-style-type: none"> Identify 2D basic shapes: circle, square, triangle, rectangle regardless of their orientation & size (K.G.A.2) Describe objects in the environment using names of shapes, & describe the relative positions. (K.G.A.1) Model shapes in the world by building shapes from components and drawing shapes. (K.G.B.5) 	<p><u>Geometry</u></p> <ul style="list-style-type: none"> Identify 2D basic shapes: circle, square, triangle, rectangle, hexagon regardless of their orientation & size. (K.G.A.2) Describe objects in the environment using names of shapes, & describe the relative positions. (K.G.A.1) Model shapes in the world by building shapes from components and drawing shapes. (K.G.B.5) Compose simple shapes to form larger shapes (K.G.B.6) 	<p><u>Geometry</u></p> <ul style="list-style-type: none"> Identify 2D basic shapes: circle, square, triangle, rectangle, hexagon regardless of their orientation & size. (K.G.A.2) Identify 3D shapes: cone, sphere, cylinder, & cube regardless of their orientation & size. (K.G.A.2) Identify shapes as 2D or 3D (K.G.A.3) Describe objects in the environment using names of shapes, & describe the relative positions. (K.G.A.1) Model shapes in the world by building shapes from components and drawing shapes. (K.G.B.5) Compose simple shapes to form larger shapes (K.G.B.6) 	<p><u>Geometry</u></p> <ul style="list-style-type: none"> Identify 2D basic shapes: circle, square, triangle, rectangle, hexagon regardless of their orientation & size. (K.G.A.2) Identify 3D shapes: cone, sphere, cylinder, & cube regardless of their orientation & size. (K.G.A.2) Identify, analyze and compare 2D & 3D shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes (K.G.A.3, K.G.B.4) Describe objects in the environment using names of shapes, & describe the relative positions. (K.G.A.1) Model shapes in the world by building shapes from components and drawing shapes. (K.G.B.5) Compose simple shapes to form larger shapes (K.G.B.6)

Preschool Science Scope and Sequence

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p>All About Me</p> <ul style="list-style-type: none"> Scientific process use 5 senses to explore environment (popcorn), identify body parts of 5 senses, identify body parts, collect and record data, 	<p>Fall</p> <ul style="list-style-type: none"> observe changes in the environment (weather, trees), discuss 4 seasons, use senses to describe 	<p>Winter</p> <ul style="list-style-type: none"> observe changes in the environment (weather, trees) review seasons, use senses to describe 	<p>Spring</p> <ul style="list-style-type: none"> observe changes in the environment (weather, trees) review seasons, uses senses to describe
<p>Color</p> <ul style="list-style-type: none"> plan and conduct experiments, observe and record data 	<p>Pumpkins</p> <ul style="list-style-type: none"> compare and contrast with apples, use senses to explore, identify parts, discuss life cycle, identify characteristics of living things 	<p>Animals in Winter</p> <ul style="list-style-type: none"> discuss needs of living things, adaptations animals make, hibernation and migration 	<p>Insects, Birds, Spiders</p> <ul style="list-style-type: none"> discuss needs and care of living things, observe and record changes in growth (caterpillars-butterflies), discuss life cycles, compare and contrast spiders and insects, identify body parts
<p>Apples</p> <ul style="list-style-type: none"> use senses to explore, identify parts, discuss life cycle, identify characteristics of living things, introduce tree study, observe and record details 	<p>Sink or float experiment</p> <ul style="list-style-type: none"> plan and conduct simple experiments, observe and record data 	<p>Snow and Ice</p> <ul style="list-style-type: none"> experiment with temperature, compare and contrast solids, liquids and gases, collect describe and record data 	<p>Plants</p> <ul style="list-style-type: none"> plan and conduct experiments, observe and record data, identify needs of plants, grow plants from seeds, discuss parts of plants, identify healthy plants we eat
		<p>Animal Habitats</p> <ul style="list-style-type: none"> Pets, Farm and Zoo classify animals, identify names associated with adult, baby, male and female, identify basic needs of living things, observe changes in growth, make butter, bake bread discuss changes 	

Pre-K Social Studies Curriculum

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p><u>Demonstrates knowledge about self (Objective 29)</u></p> <ul style="list-style-type: none"> Communicates that each person is part of a family that has unique characteristics <p>~Families -Discuss different family makeups among our classroom -Draw self/family portraits -Create a family picture board in classroom -Daily job chart -Explore multicultural dress up clothes</p>	<p><u>Demonstrates knowledge about self (Objective 29)</u></p> <ul style="list-style-type: none"> Shows awareness that each person has basic needs that must be met to stay healthy (food, clothing, shelter) <p>~Daily Job Chart-Students help with lunch and snack ~Nutrition Study ~Clothing Study</p>	<p><u>Demonstrates knowledge about self (Objective 29)</u></p> <ul style="list-style-type: none"> Demonstrates understanding that each person has unique characteristics, ways of communicating, and ways of problem solving <p>~Children are able to access various shades of paint and markers in the art center to match their skin tone. ~Students problem solve together during centers.</p>	<p><u>Demonstrate knowledge about self (Objective 29)</u></p> <ul style="list-style-type: none"> Communicates that each person is part of a family that has unique characteristics <p>~Families -Draw self/family portraits</p>
<p><u>Shows basic understanding of people and how they live (Objective 30)</u></p> <ul style="list-style-type: none"> Demonstrates increasing understanding that there are rules in our homes, schools and community and each rule has a purpose <p>~Rules of school and classroom, students help create them and discuss why they are important.</p> <ul style="list-style-type: none"> Demonstrates understanding of the various jobs of people in the community 	<p><u>Shows basic understanding of people and how they live (Objective 30)</u></p> <ul style="list-style-type: none"> Shows awareness that there are differences among people and families <p>~Families: Discuss different family makeups among our classroom ~Explain the differences among our family picture board in the classroom.</p>	<p><u>Shows basic understanding of people and how they live (Objective 30)</u></p> <ul style="list-style-type: none"> Shows understanding that people buy, sell and trade to get goods and services <p>~Students explore dramatic play: Operate a grocery store, restaurant, flower shop or shoe store.</p> <ul style="list-style-type: none"> Demonstrates understanding of the various jobs of people in the community <p>~Community Workers: Dentist (Have a dentist visit classroom),</p>	<p><u>Shows basic understanding of people and how they live (Objective 30)</u></p> <ul style="list-style-type: none"> Shows increasing awareness that respect for others, cooperation, and fairness help us get along in communities <p>~Students learn ways in the classroom to help each other with helping another child clean up a spill or help another classmate figure out a new material.</p>

<p>~Firefighters: Firefighter visit the school and have presentation and discuss fire safety.</p>		<p>Mail Carrier (Visit Post Office), Nurse, Doctor, Vet (Visit local Vet office), Bank</p>	
<p><u>Explore change related to familiar people or places (Objective 31)</u></p> <ul style="list-style-type: none"> Communicates about time, uses words such as today, tomorrow, yesterday, week or month <p>~We add special days to our calendar and discuss it using this familiar language</p>	<p><u>Explore change related to familiar people or places (Objective 31)</u></p> <ul style="list-style-type: none"> Demonstrates understanding that people and things change over time <p>~Photos of the students are displayed at centers throughout the classroom at the beginning, middle and end of the year. Students observe the change in themselves and others.</p> <p>~Building Study: Take photos of a few of the same buildings in the community throughout the school year and students observe the change in the buildings. (Take a nature walk to observe different school buildings)</p>	<p><u>Explore change related to familiar people or places (Objective 31)</u></p> <ul style="list-style-type: none"> Shows that time can be measured <p>~Tree Study: Observe the rings of a tree stump to figure out how old the tree is. (Visit a local tree farm for a field trip)</p> <p>~Daily routine and schedule</p>	<p><u>Explore change related to familiar people or places (Objective 31)</u></p> <ul style="list-style-type: none"> Demonstrates understanding that people and things change over time <p>~Insect Study: Observe live caterpillars changing into butterflies.</p>
<p><u>Demonstrates simple geographic knowledge (Objective 32)</u></p> <ul style="list-style-type: none"> Demonstrates understanding that we are surrounded by geographical features: lakes, hills, mountains and creeks and there is specific information that identifies a location (address) <p>~Students will observe photos of</p>	<p><u>Demonstrates simple geographic knowledge (Objective 32)</u></p> <ul style="list-style-type: none"> Communicates that we depend on people who live far away for necessities and information <p>~Clothing Study: Students will observe the tags in clothes and see where they are from.</p>	<p><u>Demonstrates simple geographic knowledge (Objective 32)</u></p> <ul style="list-style-type: none"> Communicates that we depend on people who live far away for necessities and information <p>~How do we get milk that we drink in the cafeteria?</p> <ul style="list-style-type: none"> -Discuss farms and animals -Field trip to local Marcoot's Creamery 	<p><u>Demonstrates simple geographic knowledge (Objective 32)</u></p> <ul style="list-style-type: none"> Shows increasing understanding that maps are tools with symbols that help us locate objects, find where we are, and where we are going <p>~Students make a map of the playground or classroom. They will lead to a treasure.</p>

<p>various geographical features and tally on chart paper if they live by one. ~Students will learn their address. ~Students can create hills, lakes or mountains in the sand table.</p>			
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