

# Pre-Kindergarten Scope and Sequence

## Development of Sounds and Letter ID

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The instructional components of ***Phonics in Motion (PIM)*** are the **Kinesthetics Motions for the Phonemes (KMPs)**, the **Reading & Writing Monster**, and the **Language Calendar**. The Scope & Sequence delineates the introduction and ongoing exposure to sounds with the KMPs through poetry, songs, and learning experiences. The daily modeled entries on the classroom Language Calendar provide opportunities to review sounds continually throughout the year. The monthly online Literacy Routines provide a guide for the use of all of the PIM components with suggestions that develop Phonemic Awareness skills such as rhyming, clapping syllables, segmenting, and blending. In this manner, the learning experiences spiral to support all students.



# Phonemic Awareness Developed With KMPs and Poetry

The "Focus" column offers opportunities for learners to isolate new sounds. In the "Optional Exposure" column, we provide opportunities to expose learners to sounds that will be in the "Focus" column in later months. When working with poetry, focus on **hearing** the sounds.

Delivered in a weekly format in the KMP tab of the Literacy Routines.

Month	Focus Sounds	Optional Exposure
August/September	<a href="#">/m/</a> , <a href="#">/p/</a>	<a href="#">/s/</a> , <a href="#">/w/</a> , and beginning sounds for names of classmates
October	<a href="#">/s/</a> , <a href="#">/w/</a>	<a href="#">/n/</a> , <a href="#">/d/</a> , <a href="#">/j/</a> , <a href="#">/c/</a>
November	<a href="#">/l/</a> , <a href="#">/t/</a> , <a href="#">/f/</a>	<a href="#">/v/</a> , <a href="#">/th/</a> , <a href="#">/n/</a>
December	<a href="#">/d/</a> , <a href="#">/c/</a> , <a href="#">/h/</a>	<a href="#">/b/</a> , <a href="#">/j/</a>
January	<a href="#">/j/</a> , <a href="#">/b/</a> , <a href="#">/n/</a>	<a href="#">/ou/</a> , <a href="#">/ī/</a> , <a href="#">/qu/</a>
February	<a href="#">/v/</a> , <a href="#">/y/</a> , <a href="#">/k/</a>	<a href="#">/r/</a> , <a href="#">/ou/</a>
March	<a href="#">/sh/</a> , <a href="#">/ī/</a> , <a href="#">/ā/</a> , <a href="#">/ee/</a> , <a href="#">/ō/</a>	<a href="#">/r/</a> , <a href="#">/ing/</a> , <a href="#">/ar/</a>
April	<a href="#">/r/</a> , <a href="#">/g/</a> , <a href="#">/ou/</a>	<a href="#">/ing/</a> , <a href="#">/ā/</a> , <a href="#">/th/</a>
May	<a href="#">/th/</a> , <a href="#">/qu/</a> , <a href="#">/ch/</a> , <a href="#">/ū/</a>	<a href="#">/č/</a> , <a href="#">/z/</a> , <a href="#">/x/</a>
June	Sounds reviewed in summer activities.	

The Language Calendar provides a place to record the sounds and link them to the writing of letters.

Purposefully use the KMPs of the month when writing on the Language Calendar.

# Handwriting Scope and Sequence with the Reading & Writing Monster

The introduction of the letters correlates with the introduction of the KMPs throughout the year. The handwriting stories develop letter ID. Some letters are intentionally repeated to provide targeted practice with left to right directionality. In some cases, handwriting is intentionally practiced in a different month than it appears in the KMP Scope & Sequence (b & d).

Delivered in a weekly format in the Reading & Writing Monster tab of the Literacy Routines.

AUGUST SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE / JULY
<u>Pp</u>	<u>Ss</u>	<u>Ll</u>	<u>Oo</u>	<u>Jj</u>	<u>Vv</u>	<u>Ss</u>	<u>Rr</u>	<u>Oq</u>	Parents use handwriting stories over the summer.
<u>Mm</u>	<u>Ww</u>	<u>Tt</u>	<u>Dd</u>	<u>Bb</u>	<u>Yy</u>	<u>Aa</u>	<u>Gg</u>	<u>Uu</u>	
	<u>Oo</u>	<u>Ff</u>	<u>Cc</u>	<u>Nn</u>	<u>Kk</u>	<u>Ee</u>	<u>Yy</u>	<u>Zz</u>	
	<u>Pp</u>	<u>Mm</u>	<u>Hh</u>	<u>Ii</u>	<u>Uu</u>	<u>Oo</u>	<u>Ss</u>	<u>Xx</u>	

Handwriting stories can be modeled while writing entries on the Language Calendar.

# The Language Calendar Scope & Sequence

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The Language Calendar (LC) gradually unfolds a complete picture of the reading and writing system for students. Students of all levels participate fully in activities that incorporate skills ranging from speech to text matching and concepts of print, language structures, writing conventions, vocabulary, and subject matter content. The LC allows for attention to any concept or skill while integrating all of the components of PIM.

Sample entries and planning resources are provided in the LC tab of the Literacy Routines.

The LC routine provides the platform for introducing, reviewing and exposing learners to specific concepts and skills in an ongoing and authentic manner. The learners' experiences and needs determine the skill focus within each LC entry. Most importantly, each entry maps the sounds in the learners' language from speech to print. Plus, PIM offers the following explicit guides to support and develop confident writers:

- [\*LC Scope and Sequence of Concepts About Print\*](#): A timeline for developing an understanding of how print works. Although you are not assessing these skills in Preschool, it is important to start modeling the skills that will be assessed in Kindergarten.
- [\*LC Scope and Sequence of Stories and Markings\*](#): A timeline for presenting fun chants, stories and songs to engage children in the experience of writing and help them sort out the many idiosyncrasies. Each story/marking correlates with a traditional language rule of learning the language. Although the stories are typically introduced in Kindergarten, we provide this guide for you to enrich advanced preschoolers.

# Learning Expectations for Preschool

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## Learners will...

- Clap syllables with teacher support.
- Segment and blend syllables with teacher support.
- Identify **Focus** sounds with teacher support.
- Write **Focus** sounds with support.
- Identify initial and final **Focus** sounds in spoken words with teacher support.