

Scope and Sequence for Language and Literacy: *The Creative Curriculum® for Preschool*

Oral Language

Vocabulary and Language

Listening and Responding to Language

Teaching Focus

Listening attentively to stories, songs, and rhymes and responding with an appropriate word, phrase, or action

Participating in language and listening games

Understanding and following simple directions (one-, two-, and three-step)

Answering simple questions when asked directly

Responding to direct comments and questions from others during conversations and discussions

Instructional Strategies

Read to children daily. Have them listen to a story with a particular purpose in mind.

Talk about the story before, during, and after reading.

Model appropriate language and listening skills.

Teach songs, rhymes, and fingerplays.

Play language and listening games.

Talk with children frequently, at their eye level.

Use open-ended questions and prompts.

Provide interesting materials in interest areas that encourage wonder and conversation.

Plan experiences around topics of study that expose children to new vocabulary and encourage language use.

Offer language models in children's primary language.

Related Activities & Materials

All Kinds of Spiders, Be a Word, Can You Do It?, Copy Cat, Me Too!, Listening Cords, Rhyming Riddles

Kit 1: Guided Learning—Listening and Speaking, Kit 2: Guided Learning—Reading and Writing

Self-Expression

Teaching Focus

Expressing wants and needs using simple sentences (3–4 words)

Communicating with others using longer sentences (4–5 words)

Answering direct questions with a complete thought

Responding to general questions and comments during conversations and discussions

Asking questions to further understanding

Using new vocabulary in everyday activities and experiences

Expressing ideas and feelings using more complex sentences

Initiating and/or extending conversations for at least four exchanges

Instructional Strategies

Engage children in conversations that go beyond the here and now.

Plan guided discussions around studies and other topics of interest to children. Expand on children's language.

Use open-ended questions and prompts.

Provide many firsthand experiences that encourage children to explore and communicate what they are doing, thinking, and learning.

Introduce new vocabulary through conversations, firsthand experiences, books, and songs. Use the new words throughout the day in meaningful contexts.

Share informational books that relate to topics of study and the children's interests.

Place appropriate concept books in various interest areas to build vocabulary and general knowledge (e.g., books about bridges or homes in Block Area).

Offer a variety of supports for children with disabilities and those who are English language learners (e.g., use nonverbal communication with speech, keep language simple, stress and repeat important words).

Related Activities & Materials

All Kinds of Spiders, Can You Do It?, Dressing for School, Group Sharing, I Went Shopping, Listening Cords, Picture This, Rhyming Riddles, What's for Breakfast?

Kit 1: Guided Learning—Listening and Speaking, Kit 2: Guided Learning—Reading and Writing

Oral Language

Phonological Awareness

Listening

Teaching Focus

- Attending to sounds in the environment
- Discriminating sounds that are the same and different
- Remembering sounds heard
- Discriminating one sound from many

Instructional Strategies

- Provide materials so children can explore different kinds of sounds (e.g., pots and pans, containers, musical instruments).
- Set up listening stations in the Music and Movement and Library Areas.
- Take children on listening walks and draw children’s attention to particular sounds.
- Provide materials that help children identify particular kinds of sounds (e.g., environmental, animal, familiar voices).
- Play auditory memory and discrimination games.

Related Activities & Materials

- Copy Cat, Name that Sound, Listening Cords
- Kit 1: Guided Learning—Listening and Speaking

Rhyming

Teaching Focus

- Reciting rhyming songs, fingerplays, and poems
- Filling in the missing rhyming word of a song, fingerplay, or story
- Deciding whether two words rhyme

Instructional Strategies

- Teach songs, rhymes, poems, and fingerplays regularly. Use them at group times and during transitions.
- Intentionally draw children’s attention to rhyming words.
- Read stories that have rhyming text.
- Place rhyming materials and games in the Toys and Games Area.
- Play rhyming games with children during small-group and choice times.

Related Activities & Materials

- Did You Ever See?, Give a Dog a Bone, I Spy With My Little Eye, Listening Cords, Poetry in Motion, Rhyme Time, Rhyming Riddles, Rhyming Tubs
- Kit 1: Guided Learning—Listening and Speaking

Alliteration

Teaching Focus

Participating in songs, stories, and rhymes with alliterative text

Recognizing the similar initial sounds of words that begin the same way

Identifying the beginning sound of familiar words

Instructional Strategies

Sing songs and recite rhymes, chants, and fingerplays that have alliterative phrases.

Teach the children tongue twisters.

Make up alliterative phrases using children's names (e.g., *Sonya sang the song softly.*)

Read books that have alliterative text. Intentionally draw children's attention to words that have the same beginning sound.

Invite children to join you in reciting an alliterative refrain (e.g., *Fe, fi, fiddley-i-o.*)

Invite children to substitute a new beginning sound in familiar alliterative phrase (e.g., *Meter, Meter, Mumpkin eater.*)

Use alliteration during routine and transition activities (e.g., *I see something that needs to be put away in the Block Area. It starts like big, bear, and ball.*)

Related Activities & Materials

I Spy With My Little Eye, Me Too!, Silly Names

Kit 1: Guided Learning—Listening and Speaking, Kit 2: Guided Learning—Reading and Writing

Oral Language

Phonological Awareness

Sentences and Words

Teaching Focus

Listening for separate words in a sentence

Listening for a particular word or phrase

Instructional Strategies

Encourage children to recite repetitive phrases or sentences while listening to a familiar story read aloud.

Read stories that have repetitive sentences or phrases consisting of one-syllable words. Have children clap once for each word they hear in a repetitive sentence or phrase.

Designate a *word of the day* and create games that encourage children to listen for the word throughout the day.

Ask children to listen for a specific word in a story being read aloud, then perform an action each time they hear it.

Related Activities & Materials

Be a Word, Listen for the Word

Kit 1: Guided Learning—Listening and Speaking

Syllables

Teaching Focus

Tapping syllables of own name

Tapping syllables of familiar words

Instructional Strategies

Sing songs and recite chants that call attention to the syllables in words.

Use syllabication games to transition children from one activity to the next.

Related Activities & Materials

Clap a Friend's Name

Onset and Rime

Teaching Focus

Reciting rhymes, songs, or fingerplays that focus on onset and rime

Separating initial sounds from rest of words

Instructional Strategies

Play guessing games with onset and rime (e.g., *I'm thinking of the animal Bo Peep lost. It starts with /sh/ and ends with /eep/. Can you guess what it is?*)

Related Activities & Materials

Kit 1: Guided Learning—Listening and Speaking

Phonemic Awareness

Teaching Focus

Playing with the sounds of words

Instructional Strategies

Encourage children to experiment and play with language.

Read books that encourage language play.

Related Activities & Materials

Did You Ever See?, Feed Me

Kit 1: Guided Learning—Listening and Speaking

Written Language

Reading

Motivation for Reading

Teaching Focus

- Listening attentively to stories being read
- Participating in story time interactively (asking questions, making comments)
- Asking an adult to read
- Choosing to look at or read books on own
- Seeking out a specific book to read or gain information

Instructional Strategies

- Establish a regular read-aloud time and routine.
- Create an attractive Library Area equipped with books from a variety of genre.
- Make yourself available during choice time for reading to children and helping them to find the books they need.
- Model reading behavior.
- Read to children at least twice a day.
- Include quality children’s literature throughout the classroom.

Related Activities & Materials

- Clothesline Storytelling, Can You Do It?, Dressing for School, Feed Me, Friends, Give a Dog a Bone, Listen for the Word, Pocket Storytelling: *The Mitten*, Story Aprons
- Kit 2: Guided Learning—Reading and Writing

Concepts of Books

Teaching Focus

Knowing that a book has information and a story to tell

Identifying the front and the back of the book

Knowing what a title is

Knowing what an author is

Knowing what an illustrator is

Holding the book right side up

Turning pages from the front of the book to the back

Knowing where to begin reading

Instructional Strategies

Read to children daily. Introduce the title, author, and illustrator of a book prior to reading.

Model and talk about book handling skills.

Sweep fingers under the text while reading to demonstrate spoken-to-written word correspondence and left-to-right directionality of print.

Model and talk about how to search for information in a book.

Read books from a variety of genre.

Incorporate books into all interest areas.

Provide materials for children to make books and add their names as authors and illustrators.

Related Activities & Materials

Baggie Books, Can You Do It?, Did You Ever See?, Dressing for School, What's for Breakfast?, Which Friend Did You See?

Kit 1: Guided Learning—Listening and Speaking, Kit 2: Guided Learning—Reading and Writing

Written Language

Reading

Print Concepts**Teaching Focus**

Knowing that each spoken word can be written down and read

Knowing that print serves a variety of purposes (e.g., to identify, recall information, communicate thoughts and ideas)

Knowing that different forms of text are used for different functions of print (e.g., list, letter, recipe, label, newspaper)

Noticing and reading familiar environmental print (e.g., interest area labels, signs, class charts)

Knowing that print is read from left to right and top to bottom

Knowing that print is read differently from pictures

Knowing that the pictures are related to what is written in print

Knowing what to look for on a page

Noticing various features of print (e.g., punctuation, spaces between words, upper/lowercase letters)

Matching spoken word to written word, one-to-one

Instructional Strategies

Write with children daily. Talk in a natural, yet intentional way about your thoughts and actions as you write.

Talk about and demonstrate how print is used throughout the day (e.g., the daily schedule, attendance and job charts, sign-up sheets, snack recipes, and lunch menus).

Demonstrate spoken-to-written word correspondence and left-to-right / top-to-bottom directionality while reading aloud.

Create a print-rich environment (e.g., relevant labels, signs, charts, books, and writing materials are incorporated into the overall environment and in every interest area).

Intentionally draw children's attention to words and letters in the environment and in books.

Incorporate reading and writing props into children's play, particularly their dramatic play.

Model and talk about how to get information from pictures and print.

Related Activities & Materials

All Kinds of Spiders, Baggie Books, Buried Treasures, Can You Do It?, Clothesline Storytelling, Coupon Match, Did You Ever See?, Dressing for School, I Went Shopping, Jumping Beans, What's for Breakfast?, What's for Snack?, Which Friend Did You See?, Who Ate the Cookies?

Kit 2: Guided Learning—Reading and Writing

Alphabet and Word Knowledge

Teaching Focus

Reciting the alphabet

Knowing that alphabet letters are written in two forms, uppercase and lowercase

Recognizing some alphabet letters (i.e., child points to a letter when prompted, *Can you show me S?*)

Letters that are round (e.g., O, C)

Letters that have curved lines (e.g., P, S)

Letters that have curved lines with intersections (e.g., B, R)

Letters that have diagonal lines (e.g., K, X)

Naming a few alphabet letters, especially those in own name (i.e., child identifies a letter by name, *That's an R for Raul.*)

Knowing that letters are put together to form words

Recognizing own name in a variety of contexts

Knowing that letters are symbols that represent one or more sounds

Instructional Strategies

Sing the alphabet song.

Post the alphabet and children's names at their eye level.

Create name activities and games to draw children's attention to letters in a meaningful way.

Provide alphabet materials that children can manipulate in various interest areas (e.g., textured or magnetic letters, letter tiles, lacing letters). Intentionally call attention to the features, forms, and sounds of letters.

Provide smaller alphabet strips or cards in the Library Area so children can refer to them easily while writing.

Provide alphabet sorting and matching materials.

Read alphabet books regularly. Place them in various interest areas (e.g., *The Icky Bug Alphabet Book* in the Discovery Area, *Eating the Alphabet* in the Cooking or Dramatic Play Areas).

Write with children daily. Model and talk about letter names, features, and formation, letter-sound associations, and how letters are put together to form words.

Use terms such as capital/uppercase and small/lowercase.

Create a word file for each child with important words (e.g., own name, family member and pet names).

Related Activities & Materials

Baggie Books, Buried Treasures, Coupon Match, Dressing for School, Friends, I Spy With My Little Eye, Jumping Beans, Making My Name, Me Too!, Silly Names, Walk a Letter, What's for Snack, Which Friend Did You See?, Who Ate the Cookies?, Who Will Jump the Candlestick?

Kit 3: Independent Explorations—Library, Kit 4: Independent Explorations—Interest Areas

Written Language

Reading

Comprehension**Teaching Focus**

Understanding new information.

Understanding other's thoughts and ideas

Connecting information in a story being read to own life experiences

Answering literal questions about a story or information book being read

Asking relevant questions about a book being read

Showing a beginning understanding of story structure while listening to a story (e.g., commenting about the characters, comparing or predicting story events)

Retelling a story while imitating the act of reading or while reading with a teacher, another adult, or child

Retelling or acting out the main events of a familiar story (e.g., beginning, middle, and end)

Retelling a story including some details (e.g., identifying the setting and some characters in a story, recalling the sequence of events in a story)

Instructional Strategies

Talk with children about what you see, hear, and think.

Plan activities that require children to listen to and follow directions and play listening games.

Incorporate sequencing and other types of games that require children to follow directions.

Tell personal stories and stories from books.

Plan interactive story time experiences. Have discussions before, during, and after the story.

Use open-ended comments, prompts, and questions.

Encourage children to make predictions.

Relate the story to children's personal experiences.

Take children on a picture walk prior to reading a story.

Invite children to respond personally to stories through drawing, dictation, or writing (e.g., tell one way you are like the character in the story).

Read various versions of the same story. Talk about the similarities and differences in the stories.

Model story retelling. Talk about how you decide what to include. Plan group time retelling experiences.

Provide space and props in the Library Area for children to tell and retell stories independently.

Related Activities & Materials

A Bunny's Tale, Clothesline Storytelling, Listening Cords, Pocket Storytelling: *The Mitten*, Story Aprons, What's for Breakfast?

Kit 2: Guided Learning—Reading and Writing

Writing

Purposes of Writing

Teaching Focus

Using drawings to communicate ideas

Knowing the difference between drawing and writing

Imitating the act of writing during play

Knowing there is a way to write that conveys meaning

Writing to convey meaning for a variety of purposes

Instructional Strategies

Establish routines that require children to respond through writing (e.g., pose a *Question of the Day*, daily sign-in sheets, sign-up sheets for favorite activities).

Incorporate writing materials into all interest areas.

Model the uses of writing. Talk about what you are doing and why as you write.

Related Activities & Materials

Did You Ever See?, Dressing for School, Friends, Give a Dog a Bone, Making My Name, Silly Names

Writing Mechanics

Teaching Focus

Manipulating writing tools

Making simple strokes

Copying or drawing simple shapes

Writing some letters, especially those in child's own name

Instructional Strategies

Provide manipulatives and other materials that develop hand-eye coordination and small motor development.

Provide writing materials in all interest areas.

Demonstrate and talk about the way letters are formed when writing with children in meaningful contexts.

Provide letter manipulatives for making words (e.g., letter tiles, letter beads.)

Related Activities & Materials

Buried Treasures, Making My Name, Walk a Letter

Kit 3: Independent Explorations—Library, Kit 4: Independent Explorations—Interest Areas