

EXPERIENCE CURRICULUM & THE SCIENCE OF READING



THE SCIENCE OF READING

Experience Curriculum is closely aligned with the Science of Reading (SOR). SOR is a collection of interdisciplinary, evidence-based research over several decades that focuses on how children learn to read. The Experience Developmental Continuum of Skills presents foundational skills in a way that is both engaging and thoughtfully aligned with the Science of Reading.

Learning to read doesn't come naturally. It's a complex process that children must be taught over time. That's why it's important to build strong language and literacy skills early on. Foundational reading skills include phonological awareness, phonics and alphabetic knowledge, vocabulary, reading comprehension, fluency, language comprehension, writing and print concepts (Wright, et al., 2022).

Teaching these foundational skills should be explicit and systematic (Wolff & Gustafsson, 2022; Roberts, 2021), while also valuing play as a meaningful contribution to early childhood language and literacy development (Morrow & Rand, 2021).

There are three commonly cited frameworks that align to The Science of Reading.

- The Simple View of Reading (Gough and Tunmer, 1986) is a formula that defines reading as having two critical components: word recognition, or decoding, and language comprehension.
- Scarborough's Rope (Scarborough, 2001) illustrates how language comprehension (background knowledge, vocabulary, reasoning and literacy knowledge) intertwines with word recognition (phonological awareness, decoding and sight recognition) to achieve reading proficiency.
- The Five Pillars of Reading Instruction (National Reading Panel, 2000) break down literacy into five essential components: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Experience Preschool, Toddler and Baby include guidance and high-quality resources to support the development in these foundational skills through engaging activities and materials.

experience EARLY LEARNING									
Developmental Continuum of Skills									
Individual children develop at a unique pace.									
		Infant	Toddler	Preschool	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
SED 1 Self-Awareness	SED 1.1 Expresses self and expresses confidence	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 1.2 Expresses needs and preferences	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 1.3 Complete tasks independently	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 1.4 Identifies emotions	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
SED 2 Self-Regulation	SED 2.1 Manages feelings and behavior	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 2.2 Follows routines and transitions	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 2.3 Develops relationships with peers	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 2.4 Participates cooperatively in groups	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
SED 3 Social Relationships	SED 3.1 Identifies and respects emotions of others	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 3.2 Develops relationships with peers	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 3.3 Participates cooperatively in groups	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 3.4 Identifies and respects emotions of others	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
SED 4 Problem-Solving	SED 4.1 Develops relationships with peers	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 4.2 Participates cooperatively in groups	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	SED 4.3 Identifies and respects emotions of others	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
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ATL 1 Attention & Persistence	ATL 1.1 Attends	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	ATL 1.2 Persists	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	ATL 1.3 Shows flexibility	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)
	ATL 1.4 Problem-Solving	Requires to name by touching, writing or pointing to self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)	Requires to name and express self with self. Recognizes self as being different from others. (Expects hands and feet)

PHONOLOGICAL AWARENESS FRAMEWORK

Phonological awareness is the ability to recognize and manipulate the sound structures of spoken language, including rhymes, syllables and phonemes. It is a critical early literacy skill that is a predictor of future reading success (National Reading Panel, 2000).

Large Units of Sound

Syllables, compound words and onset-rime can be blended, segmented, deleted and substituted.

		Blend: put together the parts of a word to make a new one.	Segment: break apart a word into its smaller parts.	Deletion: take away a part of a word to make a new one.	Substitution: replacing one part of a word with a new part to make a new word.
Skill	Definition	Examples			
Syllables	Syllables are the beats in a word.	/wa-ter/, What word do you hear when we put those together? Water.	Tiger. What syllables do you hear in the word tiger? /ti-ger/.	What's walking without /-ing/? Walk.	Honey. What word do we get when we change /hon/ to /mon/? Money.
Compound Words	Compound words are two words put together to make a new word.	Butter-fly. What word do you hear when we put those words together? Butterfly.	What words do you hear in cupcake ? cup-cake.	Starfish without /star/ is ____? Fish.	Mailbox. What word do we get when we change mail to tool ? Toolbox!
Onset-Rime	Onset is the beginning sound of a word. Rime is the rest of the word.	L-og. What word do you hear when we put those sounds together? Log.	Bat. What's the beginning sound (onset) and the rest of the word (rime)? b-at.	Stop without /s/ is ____? Top.	Can. What word do we get when we change /an/ to /up/? Cup!

		Fill-In: suggests a missing word within a rhyme or poem.	Identification: identifies when two words rhyme.	Production: produces a rhyming word when given a word.	Rhyme: rhymes with real and nonsense words.
Skill	Definition	Examples			
Rhyme	Words that sound the same at the end	Recite a poem and pause so the children can fill in the missing word. "Jack and Jill went up the ____."	Invite the children to identify if two words rhyme. "Do Jill and hill rhyme?"	Give the children a word. Invite them to come up with additional rhyming words. " Jill and hill rhyme. What is another word that rhymes with 'Jill' and 'hill'?"	Give the children a word and invite them to come up with additional rhyming words. "What words rhyme with hill ?"

Small Units of Sound

Phonemes are the smallest units of sound in a word. Phonemes can be blended, segmented, deleted and substituted.

Skill	Definition	Examples
Beginning Sounds	Beginning sounds are the first sound you hear in a word.	Cat. /c/ is the beginning sound. What other word begins with /c/?
Ending Sounds	Ending sounds are the last sound you hear in a word.	Hat. /t/ is the end sound. What end sound do you hear in the word van ?
Medial Sounds	Medial sounds are the middle sound you hear in a word	Red. /e/ is the middle sound. What sounds do you hear in the middle of the word net ?
Phoneme Blending	Put together sounds to make a word.	Let's blend the sounds together to make a word: /s/ /u/ /n/. Sun.
Segmenting Phonemes	Taking apart a word into individual sounds (phonemes).	Let's take apart a word. What sounds do you hear in the word dog ? /d/ /o/ /g/.
Phoneme Substitution	Replacing a sound (phoneme) in a word with another to create a new word.	Cap. Let's change /c/ to /m/. map!





Experience Preschool blends play-based exploration with explicit language and literacy instruction. Children engage in meaningful, playful learning experiences. The teacher guides provide structured support for systematically teaching skills, such as phonological awareness. Below are just some examples of how Experience Curriculum aligns with the Science of Reading.



Phonological Awareness Table Top and Small Groups

Children participate in engaging activities that follow a yearly phonological awareness scope and sequence. Children identify, blend, segment, isolate and manipulate words and sounds. Small Group instruction includes differentiation for children who need extra practice and children who are ready for a challenge.

SOR Alignment: Phonological Awareness

Alphabet Adventure Children learn letter names and sounds through daily chants, poems or activities. **SOR Alignment: Phonics**



Storybook Connections & Suggested Stories Children engage with a themed book across multiple reads to build vocabulary, reinforce print concepts, strengthen comprehension and encourage movement and story retelling. Children engage in daily read-alouds through storybook connections and suggested stories where teachers model reading fluency. **SOR Alignment: Reading Comprehension, Fluency, Print Concepts and Vocabulary**

Theme-based Instruction & Vocabulary Word Cards Children explore a monthly theme through daily lessons that introduce and reinforce vocabulary across all activities, supporting language development. **SOR Alignment: Vocabulary**





Discussion & Reflection Questions - STEAM Stations

Children answer daily recall and higher order thinking questions during Circle Time, Closing Time and STEAM Stations that support building background knowledge and language comprehension skills.

SOR Alignment: Language Comprehension

Write & Wonder Children engage in writing and drawing activities during Write & Wonder, aligning with each theme, providing opportunities for vocabulary practice, building background knowledge and self-expression.

SOR Alignment: Writing



More Literacy More Literacy which includes language and literacy activities written at higher benchmarks for children who need an additional challenge **SOR Alignment: All Foundational Skills**

The **Experience Letter and Sound Scope and Sequence** was developed to align with current research.

Alphabetic knowledge is fundamental to children's reading success. Children learn letter sounds and associate them with corresponding letters, supporting their ability to decode and read words. Current research emphasizes that effective alphabet instruction is most beneficial when it's developmentally appropriate and strategically sequenced (Light & McNaughton, 2019; Roberts, Vadasy, & Sanders, 2019; Wright, et al., 2022). Experience Curriculum applies the following research-based recommendations for sequencing letter instruction:

1. Teach letters and sounds in children's names.
2. Letters that occur often in words are presented first, such as a, m and t.
3. Letters that look similar and have similar sounds are presented separately, such as b and d. This helps children to differentiate between them.
4. Letter sounds that are easy to stretch, such as f, m and n.
5. A mix of consonants and vowels so that simple blending instruction may occur using those sounds.
6. Letters are taught more than once and frequently. The scope and sequence repeats throughout the year with time built in to each month for review.

It's also important to remember that each child's development is unique, and children learn at different paces. Teachers are encouraged to use observational data to differentiate letter instruction.

LETTER SCOPE AND SEQUENCE

Month	Week	Preschool	Toddler
September	1	Ff & Mm	Ff
	2	Aa & Pp	Pp
	3	Tt & Oo	Tt
	4	Review	Review
October	1	Nn & Ll	Ll
	2	Ll & Cc	Cc
	3	Ee & Ss	Ss
	4	Review	Review
November	1	Dd & Uu	Dd
	2	Hh & Gg	Hh
	3	Rr & Ww	Rr
	4	Review	Review
December	1	Bb & Kk	Bb
	2	Xx & Vv	Vv
	3	Yy & Jj	Jj
	4	Review	Review
January	1	Zz & Qq	Zz
	2	Ff & Mm	Mm
	3	Aa & Pp	Aa
	4	Review	Review
February	1	Tt & Oo	Oo
	2	Nn & Ll	Nn
	3	Ll & Cc	Ll
	4	Review	Review
March	1	Ee & Ss	Ee
	2	Dd & Uu	Uu
	3	Hh & Gg	Gg
	4	Review	Review
April	1	Rr & Ww	Ww
	2	Bb & Kk	Kk
	3	Xx & Vv	Xx
	4	Review	Review
May	1	Yy & Jj	Yy
	2	Zz & Qq	Qq
	3	Review	Review
	4	Review	Review
June	1-4	Review	Review
July	1-4	Review	Review
August	1-4	Review	Review

PRESCHOOL PHONOLOGICAL AWARENESS

SCOPE AND SEQUENCE

MONTH	LLD 3a Rhyme			LLD 3b Hears Large Units of Sound			LLD 3c Hears Small Units of Sound		
	Suggests missing rhyming words.	Identifies when two words rhyme.	Produces rhyming words.	Shows awareness of separate words.	Blends compound words, syllables and onset-rime.	Segments compound words, syllables and onset-rime.	Engages in word and sound play.	Identifies and produces beginning sounds.	Identifies ending sounds. Blends two phoneme words.
September	✓	✓		✓	✓		✓		
October		✓			✓	✓	✓	✓	
November			✓			✓	✓	✓	✓
December	✓	✓		✓	✓		✓	✓	
January		✓			✓	✓	✓	✓	✓
February			✓			✓	✓	✓	
March	✓	✓		✓	✓		✓	✓	✓
April		✓			✓	✓	✓	✓	
May			✓			✓	✓	✓	✓
June	Review			Review			Review		
July	Review			Review			Review		
August	Review			Review			Review		

*This table shows the target skill. Differentiation is included in each lesson to support children who need more practice or more of a challenge.



Experience Toddler includes a teacher guide with activities to engage children in playful learning experiences to support language and literacy development.

Weekly Featured Book Each month features four types of books that support key social-emotional and emergent language and literacy skills. Weekly activities are planned around the featured book.

Daily Storytime Read aloud each day using interactive picture books and ask simple questions about the story to build print concepts, vocabulary and comprehension.

SOR Alignment: Reading Comprehension, Fluency, Print Concepts and Vocabulary



Follow the Path Expand vocabulary with photos. Explore early reading and writing skills by tracing over the path from left to right on each page. Reinforce direction of text and hand-eye coordination.



Forest Friends Nurture social skills through stories of friendship and values.



Storybook Expand imagination by getting to know story characters, acting out their obstacles and exploring how they solve problems.



Nursery Rhyme Strengthen Listening and Communication skills by finding new pictures and words in this exclusive book series.

Letters & Sounds Explore letters and sounds by singing and playing games.

SOR Alignment: Phonics



Communication Use sign language cards from stories to enhance vocabulary and support expressive and receptive language skills.

SOR Alignment: Language Comprehension

Active Listening Listen to read-aloud stories, explore active play and mimic sounds.

SOR Alignment: Language Comprehension



Word Play Engage children in word and sound play through engaging activities. **SOR Alignment: Phonological Awareness**



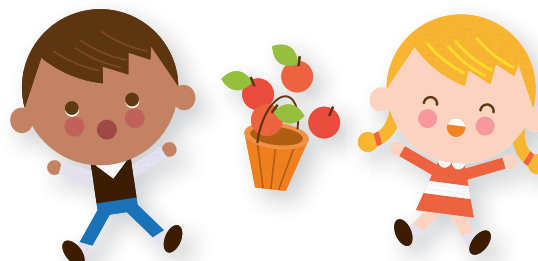
Experience Baby includes suggested experiences for babies to support language and literacy development. Each resource below is written into baby experiences in each theme.

Nursery Rhymes introduce children to rhythm, rhyme and word patterns, while also exposing them to repetition and playful language.



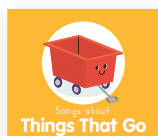
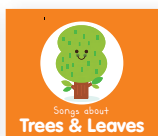
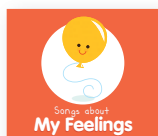
Read With Me Every Day helps establish a consistent reading routine by including engaging activities that serve as building blocks for literacy and cognitive development. It supports and encourages educators to read aloud daily, fostering listening skills and attention spans. This resource emphasizes several interactive approaches, such as Read with Expression, Point to Pictures, Play with Sounds, Child Holds It and Include a Prop.

Story Puppets bring the book to life, engage a baby's curiosity and build attention. Props create multi-sensory experiences that reinforce understanding and connection.



Board Books are provided along with guidance on how to read with babies to support vocabulary and language development. These books feature high-contrast images for younger infants, as well as real photos and simple illustrations to engage babies as they grow.

Photo Cards support early literacy skills by adding life to stories, songs and games.



Baby Music Collection includes instrumental, storytelling and playful game songs to support multiple domains of development, including language and literacy.

Baby Sign Language Cards are provided to support early language development by boosting vocabulary, deepening understanding of words and encouraging communication.



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