
Curiosity Corner Scope and Sequence

Language and Literacy

Curiosity Corner is the comprehensive early childhood program from Success for All Foundation that emphasizes language and literacy within the context of the broad range of developmental domains. The program's **focus on language and literacy**, described in the following scope and sequence table, is based on research that supports the promotion of oral language and emergent literacy as key factors in later academic achievement (Huffman, Mehlinger, & Kerivan, 2000; Whitehurst & Lonigan, 1998). The program provides a balanced developmental approach emphasizing language and literacy in the context of physical, emotional, and interpersonal development, math, science, social studies, music, movement, and art.

Literacy environments that contain book and print awareness, training in phonological awareness, and opportunities for writing promote children's emergent literacy (Bowman, Donovan, & Burns, 2001; Neuman, Copple, & Bredekamp, 1999; and Whitehurst et al., 1994). The Curiosity Corner curriculum includes an environment rich in literature and meaningful environmental print, an emphasis on oral language production, and a daily schedule pervaded by literacy events. The program provides teachers with engaging materials and explicit strategies to teach letter names and sounds through meaningful vocabulary (Neuman, Copple, & Bredekamp, 1999; Burns, Griffin, & Snow, 1999).

References Cited

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Goals & Objectives	Global Themes									
	Creating a Classroom Community	Seasons-Fall	Life in Our Community	Fun with the Familiar	Seasons-Winter	It Takes a Village	Healthy Habits	Seasons-Spring	Animals	Seasons-Summer
Listening										
Discriminates between different sounds in the environment	C	C	+	+	+	+	+	+	+	+
Listens to the sounds of spoken language	C	C	C	C	+	+	+	+	+	+
Responds when spoken to	C	C	+	+	C	C	C	C	✓	C
Follows two- and three-step directions	+	+	+	+	✓	✓	✓	✓	✓	✓
Understands increasingly complex sentences	C	✓	✓	C	C	C	✓	✓	✓	✓
Listens attentively to stories being read	✓	✓	C	✓	C	✓	✓	✓	C	✓
Attends to increasingly long stories	✓	✓	✓	✓	C	✓	+	✓	✓	+
Speaking										
Progresses in clarity of pronunciation				✓		C				
Uses increasingly complex vocabulary	C	C	C	C	C	C	C	C	C	C
Produces sentences of increasing length and complexity	✓	✓	C	C	C	✓	C	C	✓	C
Recites songs, fingerplays, and rhymes	C	C	C	C	C	C	C	C	C	C

The legend used in the Curiosity Corner Scope and Sequence table differs from that in other SFAF programs because Curiosity Corner is a complete curriculum designed for both full-day and half-day programs rather than for just one segment of the school day. Core skills are those that are targeted by various activities across a theme.

C = Core skill/objective **✓** = Reinforced **+** = Opportunity for review

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Phonological Awareness										
Demonstrates an increasing awareness of the sounds and symbols of the language	+	✓	✓	✓	C	✓	✓	C	✓	C
Identifies most or all letters of the alphabet, especially those in his or her name	+	+	+	✓	C	C	C	C	C	C
Knows that letters combine to make words	C	C	C	C	C	C	C	C	C	C
Begins to distinguish smaller units of sound within words—beginning sounds, rhyming sounds, and syllables	C	C	C	C	C	C	C	C	C	C
Begins to connect sounds to letters	✓	C	C	C	C	C	C	C	C	C
Emergent Literacy										
Shows a growing interest in reading-related activities	✓	C	✓	✓	C	✓	✓	✓	C	C
Uses illustrations to help understand the text	C	✓	C	+	+	+	+	+	+	+
Begins to recognize print and knows that print conveys meaning	C	C	C	C	✓	✓	✓	✓	C	C
Comprehends and responds to stories read aloud	✓	✓	C	+	C	✓	✓	✓	C	C
Identifies character and plot in stories	✓	✓	✓	C	C	✓	+	✓	C	+
Recognize a word as a unit of print	+	+	+	+	C	C	C	C	C	C
Understands print conventions, i.e., directionality, in English—left to right, top to bottom	+	✓	C	✓	✓	✓	✓	✓	C	C
Understands book conventions, i.e., knows how to handle books (turns pages one at a time), title, author, and illustrator	C	✓	C	✓	✓	C	+	+	+	✓

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Emergent Writing										
Demonstrates an increasing awareness of the function of writing	C	C	C	C	C	✓	C	C	C	C
Attempts to write, i.e., scribbles and makes letterlike forms	C	✓	✓	C	C	✓	C	C	C	C
Demonstrates an interest in writing to communicate meaning	C	✓	C	C	C	C	C	C	C	C
Demonstrates increasing facility with the process of writing, i.e., progresses from using scribble, shapes, or pictures to represent ideas, to using letterlike symbols, to copying or writing familiar words, such as his or her name.	C	✓	✓	C	C	✓	C	C	C	C

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