



Success for All  
Scope and Sequence

## Curiosity Corner



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## Success for All Scope and Sequence

### Curiosity Corner

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## **Curiosity Corner 2nd Edition**

### **A Comprehensive Preschool Program**

Get every four-year-old on the road to success with Curiosity Corner, a comprehensive preschool program that supports children’s development in personal, social/emotional, physical, language, literacy, math, science, social studies, creative, and cognitive regulation skills. The program is organized in eighteen themes, with rich experiences and planned skill development in each. Curiosity Corner is built on a philosophy of cooperative learning and provides frequent opportunities to engage children in discussion and oral expression of ideas. A partnership with Sesame Street provides wonderful media that makes concepts come alive, both in school and at home. Daily home links on DVDs are provided to each child to follow up the day’s themes and skills, with Sesame Street content, books, music, and dance, making the connection between school and home more powerful than ever. Be prepared for learning and fun!

## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Oral-Language and Vocabulary Development																	
Unit-Week	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6-1	6-2	7-1	8-1	8-2	9-1	9-2
Adds new words to receptive vocabularies	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Adds new words to expressive vocabularies	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Speaks in complete sentences	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓
Speaks in increasingly more complex sentences	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓
Uses theme-related vocabulary	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓
Shares ideas with partners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Shares ideas with the class	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recites learned rhymes and songs	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Recites repetitive text from stories	P			P		P	P										

**M** = Modeled    **P** = Primary instructional focus    ✓ = Practiced

# Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Oral-Language and Vocabulary Development																		
Unit-Week	10-1	10-2	11-1	11-2	12-1	12-2	13-1	13-2	14-1	14-2	15-1	15-2	16-1	16-2	17-1	17-2	18-1	18-2
Adds new words to receptive vocabularies	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Adds new words to expressive vocabularies	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Speaks in complete sentences	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓
Speaks in increasingly more complex sentences	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓
Uses theme-related vocabulary	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓
Shares ideas with partners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Shares ideas with the class	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recites learned rhymes and songs	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Recites repetitive text from stories	P		P				P	P	P				P	P				P

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## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Self-Regulation and Cognitive Skills																	
Unit-Week	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6-1	6-2	7-1	8-1	8-2	9-1	9-2
Shares and takes turns	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓
Follows directions	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Plays brain games to develop response inhibition (Stop and Think)	P												P				
Plays brain games to develop memory					P	P				P	P	P		P			
Plays brain games to develop the ability to focus			P	P	P		P		P						P	P	P
Recognizes and compliments accomplishments of others	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrates active listening through body posture	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrates active listening by repeating what speaker said (Say-It-Back)	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Visits the Thinking Spot to cool down	P	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓
Uses the Stay Cool steps to control extreme emotions				P	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓
Invites others to join in	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	P	✓	✓	✓	✓
Works cooperatively with peers												P	P	✓	✓	P	✓
Uses "I" Messages to express feelings			P	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓
Recognizes feelings of self and others						P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Categorizes feelings on the Feelings Tree								P									
Exhibits basic table manners													P	✓	✓	✓	✓
Describes intensity of feelings with the Feelings Thermometer														P			
Names conflict solvers															P	P	P

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## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Self-Regulation and Cognitive Skills																		
Unit-Week	10-1	10-2	11-1	11-2	12-1	12-2	13-1	13-2	14-1	14-2	15-1	15-2	16-1	16-2	17-1	17-2	18-1	18-2
Shares and takes turns	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓
Follows directions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Plays brain games to develop response inhibition (Stop and Think)			P				P	P		P	P				P	P		
Plays brain games to develop memory	P				P			P			P		P			P		P
Plays brain games to develop the ability to focus		P		P		P			P			P		P	P	P	P	
Recognizes and compliments accomplishments of others	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrates active listening through body posture	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrates active listening by repeating what speaker said (Say-It-Back)	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓
Visits the Thinking Spot to cool down	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Uses the Stay Cool steps to control extreme emotions	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	✓
Invites others to join in	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓
Works cooperatively with peers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓
Uses "I" Messages to express feelings	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognizes feelings of self and others	✓	✓	✓	✓	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Categorizes feelings on the Feelings Tree																		
Exhibits basic table manners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describes intensity of feelings with the Feelings Thermometer																		
Names conflict solvers																		

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## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Self-Regulation and Cognitive Skills (continued)																	
Unit-Week	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6-1	6-2	7-1	8-1	8-2	9-1	9-2
Asks for help																	<b>P</b>
Waits for a turn																	
Resists interrupting																	
Apologizes for accidents																	
Helps others																	
Engages in pretend play	<b>P</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Uses props during pretend play		<b>P</b>	<b>P</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creates props for pretend play				<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓
Plans for pretend play role			<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>
Engages in role-playing during pretend play									<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	✓	✓	✓	✓
Plans for pretend play events														<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>
Extends pretend play scenarios																	
Self-selects Plan & Play scenario	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>
Self-selects Learning Labs	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>

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## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Self-Regulation and Cognitive Skills (continued)																		
Unit-Week	10-1	10-2	11-1	11-2	12-1	12-2	13-1	13-2	14-1	14-2	15-1	15-2	16-1	16-2	17-1	17-2	18-1	18-2
Asks for help							P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Waits for a turn				P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Resists interrupting				P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apologizes for accidents									P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Helps others																	P	P
Engages in pretend play	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Uses props during pretend play	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creates props for pretend play	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Plans for pretend play role	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Engages in role-playing during pretend play	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Plans for pretend play events	P	P	P	P	P	P	P	P	P	P	P	P	✓	✓	✓	✓	✓	✓
Extends pretend play scenarios													P	P	P	P	P	P
Self-selects Plan & Play scenario	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Self-selects Learning Labs	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

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# Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Phonological and Phonemic Awareness																	
Unit-Week	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6-1	6-2	7-1	8-1	8-2	9-1	9-2
Listening		P															
Rhyme recognition			P	P	P	P	P	P	P		P	P	P				
Rhyme production					P		P	P	P		P	P			P		
Word manipulation					P	P			P								
Identifies alliteration										P							
Phoneme substitution											P					P	
Identifies initial sounds														P			
Word-order manipulation																	P
Word-part manipulation																	
Uses onomatopoeia																	
Blends onset and rime																	
Auditory sound blending																	
Auditory sound segmentation																	
Syllabication																	
Identifies final sounds																	

**M** = Modeled    **P** = Primary instructional focus    ✓ = Practiced

# Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Phonological and Phonemic Awareness																		
Unit-Week	10-1	10-2	11-1	11-2	12-1	12-2	13-1	13-2	14-1	14-2	15-1	15-2	16-1	16-2	17-1	17-2	18-1	18-2
Listening				P					P									
Rhyme recognition	P	P		P							P				P			
Rhyme production		P									P				P			
Word manipulation																		
Identifies alliteration																P		
Phoneme substitution																		
Identifies initial sounds																		
Word-order manipulation																		
Word-part manipulation	P				P													
Uses onomatopoeia			P															
Blends onset and rime						P				P								
Auditory sound blending							P					P		P				P
Auditory sound segmentation														P				P
Syllabication								P										P
Identifies final sounds													P					

**M** = Modeled    **P** = Primary instructional focus    ✓ = Practiced

## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Reading Readiness: Book Conventions and Concepts of Print*																	
Unit-Week	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6-1	6-2	7-1	8-1	8-2	9-1	9-2
Understands that print relays a message	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understands that words are made of letters	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recites the alphabet by rote	P	P															
Identifies tall letters, short letters, and letters that dip down low					P		P	P	P							P	
Distinguishes between uppercase and lowercase letters	P	P	P	P			P	P	P	P	P		P		P		
Compares lengths of words						P	P					P		P		P	
Identifies the same word in different contexts (text matching)			P	P						P		P				P	
Counts number of words in a sentence			P	P	P			P	P		P			P			P
Identifies spaces between words in a sentence					P							P					
Holds book right-side up	P	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Finds the first page of a story	M	M	M	M	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Turns pages of a book correctly	M	M	M	M	M	M	P	P	P	P	✓	✓	✓	✓	✓	✓	✓
Explains that the title tells the name of a story	M	M	M	M	M	M	M	M	M	M	P	P	P	M	M	M	M
Explains that illustrations help us know what the words say on a page	M	M	M	M	M	M	M	M	M	M	M	M	M	P	P	M	M
Explains that an illustrator makes the pictures in a book	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	P	P

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# Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Reading Readiness: Book Conventions and Concepts of Print*																		
Unit-Week	10-1	10-2	11-1	11-2	12-1	12-2	13-1	13-2	14-1	14-2	15-1	15-2	16-1	16-2	17-1	17-2	18-1	18-2
Understands that print relays a message	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understands that words are made of letters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recites the alphabet by rote																		
Identifies tall letters, short letters, and letters that dip down low	P		P	P			P	P	P	P	P	P	P		P	P	P	P
Distinguishes between uppercase and lowercase letters		P		P		P			P			P		P		P	P	
Compares lengths of words								P				P						
Identifies the same word in different contexts (text matching)	P	P	P	P	P	P	P	P		P	P	P	P		P			P
Counts number of words in a sentence	P			P			P		P		P	P	P		P	P	P	
Identifies spaces between words in a sentence			P				P			P				P			P	P
Holds book right-side up	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Finds the first page of a story	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Turns pages of a book correctly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explains that the title tells the name of a story	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Explains that illustrations help us know what the words say on a page	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Explains that an illustrator makes the pictures in a book	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M

**M** = Modeled    **P** = Primary instructional focus    ✓ = Practiced

## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Reading Readiness: Book Conventions and Concepts of Print* (continued)																	
Unit-Week	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6-1	6-2	7-1	8-1	8-2	9-1	9-2
Follows text correctly from page to page	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Tracks text from left to right	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Tracks text with one-to-one correspondence	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Explains that a period tells us a sentence is finished	M	M	P	M	M	M	M	M	M	M	M	M	M	M	P	M	M
Explains that a question mark means a sentence is asking something										P							P
Identifies an exclamation mark as a sign of excitement						P				P	P		P				P
Recognizes that commas separate items in a series																	

\* **(M)** Modeling of this skill occurs during STaR story read aloud or during the Daily Message. **(P)** Primary instructional focus and **(✓)** practice occur with concepts-of-print books and with the Daily Message.

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## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Reading Readiness: Book Conventions and Concepts of Print* (continued)																		
Unit-Week	10-1	10-2	11-1	11-2	12-1	12-2	13-1	13-2	14-1	14-2	15-1	15-2	16-1	16-2	17-1	17-2	18-1	18-2
Follows text correctly from page to page			P	P														
Tracks text from left to right					P	P												
Tracks text with one-to-one correspondence	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Explains that a period tells us a sentence is finished	M	M	M	M	M	M	M	M	M	P	P	P	M	M	M	M	M	M
Explains that a question mark means a sentence is asking something									M	P			M	P		M		M
Identifies an exclamation mark as a sign of excitement	M	P																
Recognizes that commas separate items in a series															M	P	M	P

\* (M) Modeling of this skill occurs during STaR story read aloud or during the Daily Message. (P) Primary instructional focus and (✓) practice occur with concepts-of-print books and with the Daily Message.

M = Modeled P = Primary instructional focus ✓ = Practiced

# Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Reading Readiness: Beginning Phonics*																	
Unit-Week	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6-1	6-2	7-1	8-1	8-2	9-1	9-2
Name, shape, and sound for each letter introduced			m	s	f	h	c	u	y	v	b	i	t		l	w	d
Name, shape, and sound for each letter reviewed in class														m, t, s, h, b			
Identifies letter in a sentence			m	s	f	h	c	u	y	v	b	i	t	m, t, s, h, b	l	w	d
Finds letter or object that begins with letter sound in classroom environment			m	s	f	h	c	u	y	v	b	i	t		l	w	d
Letter reviewed on Home Link episode			m	m, s	m, s	f, h, m	s, f, h	h, c, y, f	s, u, c, m	m, h, f, v, y	i, b, c, y	u, f, v, b	t, h, m, f	y, l, b, v			

\* Because letter instruction is linked to thematic words, the letters are not explored in alphabetical order. Sound blending to read words is not explicitly taught in Curiosity Corner.

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## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Reading Readiness: Beginning Phonics*																		
Unit-Week	10-1	10-2	11-1	11-2	12-1	12-2	13-1	13-2	14-1	14-2	15-1	15-2	16-1	16-2	17-1	17-2	18-1	18-2
Name, shape, and sound for each letter introduced	x	r	g	j	a		z	e		n	p		q	k	o			
Name, shape, and sound for each letter reviewed in class						b, a, u, m, v			f, w, j, a, u			l, r, t, n, c				p, o, k, w, e	s, g, i, i, d	z, x, y, q, v
Identifies letter in a sentence	x	r	g		a	b, a, u, m, v	z	e	f, w, j, a, u	n	p	l, r, t, n, c	q	k	o	p, o, k, w, e	s, g, i, i, d	z, x, y, q, v
Finds letter or object that begins with letter sound in classroom environment	x	r	g	j	a		z	e		n	p		q	k	o			
Letter reviewed on Home Link episode	i, w, l, u	d, s, t, c	x, h, w, y	b, r, v, d	g, j, t, l	f, i, d	w, a, x, r	c, s, h, z	e, d, v, g	b, z, y, m	a, i, x, u	s, p, h, c	w, j, b, v	z, p, n, g	q, e, d, c	y, h, m, f	r, t, u, o	a, b, k, v

\* Because letter instruction is linked to thematic words, the letters are not explored in alphabetical order. Sound blending to read words is not explicitly taught in Curiosity Corner.

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## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Reading Readiness: Listening Comprehension																	
Unit-Week	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6-1	6-2	7-1	8-1	8-2	9-1	9-2
Answers comprehension questions about stories	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Identifies plot and characters from stories	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Answers questions about informational text			P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Restates facts from informational text			P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Retells stories through dramatization		P	P	P	P		P	P	P		P	P	P	P	P	P	P
Compares and contrasts pairs of stories		P	P														
Retells using illustrations					P	P		P			P			P			P
Sequences story events									P	P		P			P		

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# Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Reading Readiness: Listening Comprehension																		
Unit-Week	10-1	10-2	11-1	11-2	12-1	12-2	13-1	13-2	14-1	14-2	15-1	15-2	16-1	16-2	17-1	17-2	18-1	18-2
Answers comprehension questions about stories	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Identifies plot and characters from stories	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Answers questions about informational text	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Restates facts from informational text	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Retells stories through dramatization		P			P	P	P		P	P	P	P	P		P		P	
Compares and contrasts pairs of stories																		
Retells using illustrations	P				P	P					P				P	P		
Sequences story events				P				P				P					P	P

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# Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Mathematics																	
Unit-Week	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6-1	6-2	7-1	8-1	8-2	9-1	9-2
Counts by rote	to 10	to 10	to 10	to 10	to 11	to 12	to 13	to 14	to 15	to 16	to 17	to 18	to 19, 5 to 1	to 20	10 to 1	By 10s to 50	By 10s to 50
Classifies and sorts objects by attributes	P	P							P								
Identifies and extends patterns				P			P								P		
Develops number sense		1	2, 3		4, 5									6, 7			
Counts with one-to-one correspondence								P									
Uses ordinal numbers to describe position										P							
Matches written number to quantity																	
Identifies the number just before or just after a given number																	
Builds and compares sets																	
Creates fair shares (fractions)																	
Compares quantities																	
Combines sets																	
Counts on from a given number																	
Counts back from a given number																	
Identifies a missing number in a sequence																	

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# Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Mathematics																		
Unit-Week	10-1	10-2	11-1	11-2	12-1	12-2	13-1	13-2	14-1	14-2	15-1	15-2	16-1	16-2	17-1	17-2	18-1	18-2
Counts by rote	by 5s to 25	by 5s to 50	to 20	to 20	By 10s to 100	By 10s to 100	By 5s to 50	By 5s to 50	to 20	to 20	By 10s to 100	By 10s to 100	By 5s to 100	By 5s to 100	10 to 1	10 to 1	By 2s to 20	By 2s to 20
Classifies and sorts objects by attributes																		
Identifies and extends patterns												P						
Develops number sense	8, 9					10												
Counts with one-to-one correspondence																		
Uses ordinal numbers to describe position																		
Matches written number to quantity			P															
Identifies the number just before or just after a given number							P											
Builds and compares sets								P										
Creates fair shares (fractions)									P									
Compares quantities										P								
Combines sets											P							
Counts on from a given number													P					
Counts back from a given number															P			
Identifies a missing number in a sequence																	P	

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## Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Mathematics (continued)																	
Unit-Week	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6-1	6-2	7-1	8-1	8-2	9-1	9-2
Describes, names, and identifies two-dimensional shapes						P										P	
Describes, names, and identifies three-dimensional shapes																	P
Finds shapes within figures																	
Measures height																	
Measures length																	
Measures weight																	
Measures capacity																	
Serializes by length and height																	P
Gets information from a bar graph												P					
Uses mathematical concepts to solve problems	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

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# Curiosity Corner 2nd Edition Scope and Sequence

Oral-Language Development, Self-Regulatory, Cognitive, Literary, and Mathematical Skills

Mathematics (continued)																		
Unit-Week	10-1	10-2	11-1	11-2	12-1	12-2	13-1	13-2	14-1	14-2	15-1	15-2	16-1	16-2	17-1	17-2	18-1	18-2
Describes, names, and identifies two-dimensional shapes																		
Describes, names, and identifies three-dimensional shapes		<b>P</b>																
Finds shapes within figures																<b>P</b>		
Measures height																		
Measures length														<b>P</b>				
Measures weight				<b>P</b>														
Measures capacity						<b>P</b>												
Sorts by length and height																		
Gets information from a bar graph																		
Uses mathematical concepts to solve problems	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>

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*A Nonprofit Education Reform Organization*

300 E. Joppa Road, Suite 500, Baltimore, MD 21286  
PHONE: (800) 548-4998, ext. 2372 FAX: (410) 324-4444  
E-MAIL: [sfainfo@successforall.org](mailto:sfainfo@successforall.org)  
WEBSITE: [www.successforall.org](http://www.successforall.org)

The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.