

Growing Readers Early Literacy Curriculum Scope and Sequence Matrix: Three Levels of a Child’s Development in Four Literacy Content Areas

	Level One Early Emergent	Level Two Emergent	Level Three Competent Emergent
<p>I. Comprehension</p> <p>I-A. Vocabulary building: Learning new words</p>	<ul style="list-style-type: none"> Names objects and actions he/she can see, handle, or experience. Tries out new level one words. 	<ul style="list-style-type: none"> Talks about people, objects, and actions he or she can see or recall. Tries out new level two words. 	<ul style="list-style-type: none"> Talks in some detail about people, objects, actions, and events he or she can see or recall. Uses words related to a subject of particular interest. Asks or talks about the meaning of words.
<p>I-B. Connection: Relating pictures and text to real life</p>	<ul style="list-style-type: none"> When prompted, makes a brief comment that connects the story or illustrations to his or her own life. (“I have a bike.”) 	<ul style="list-style-type: none"> Comments on the connections between things and/or actions in the story to things and/or actions in his or her own life. (“My dad has a flashlight like that.”) Asks questions about the text or illustrations. 	<ul style="list-style-type: none"> Comments on connections between objects or actions in the story and similar objects or actions in his or her own life that include two or more ideas. (“Sometimes I don’t want to go to bed ‘cause it’s not dark out, so I get up and play or peek to see what my big brother is doing.”) Contributes to connections others make to the story.
<p>I-C. Retelling: Recalling actions and events from stories</p>	<ul style="list-style-type: none"> Makes brief statements about something that just happened in the story or about a recurring character or object. 	<ul style="list-style-type: none"> Retells or reenacts a favorite part or parts of the story. May include 1–2 details in retelling narrative. 	<ul style="list-style-type: none"> Retells part or all of a story, using 3 or more details. Includes language from the text in retelling a narrative. Retells events from the story in sequence. Tells why something happened in the story.

*For a second version of the scope and sequence matrix that shows activities aligned with objectives and skills, see the HighScope Web site at www.highscope.org.

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<p>I-D. Prediction: Saying what will happen next in a book or story</p>	<ul style="list-style-type: none"> Makes comments about a character or action in an illustration. Offers an idea about what might appear on the next page. 	<ul style="list-style-type: none"> Makes predictions about what might happen next in the story. 	<ul style="list-style-type: none"> Makes predictions logically based on the story, illustrations, or a life experience. May give a reason for a prediction. May include 2 or more details in a prediction.
<p>II. Phonological Awareness II-A. Rhyming: Saying, identifying, and generating rhyming word pairs</p>	<ul style="list-style-type: none"> Joins in saying nursery rhymes with rhyming words close together. Joins in acting out nursery rhymes with rhyming words close together. 	<ul style="list-style-type: none"> Learns nursery rhymes with rhyming words farther apart. Identifies pairs of rhyming words: <i>spoon-moon, Jill-hill.</i> Fills in familiar missing rhyming words: "Jack and Jill went up the ____." Identifies familiar rhyme endings: <i>-ock, -oon.</i> 	<ul style="list-style-type: none"> Learns longer (often concept-focused) nursery rhymes with more complex vocabulary. Generates a word that rhymes with a given word. Creates pairs of rhyming words and/or new rhyming word pairs to use in familiar nursery rhymes.
<p>II-B. Alliteration: Saying, identifying, and generating words whose initial phonemes sound the same</p>	<ul style="list-style-type: none"> Joins in saying an alliterative phrase such as "<i>Fee, fie, fo, fum.</i>" 	<ul style="list-style-type: none"> Identifies the initial sound in a word: "<i>Sam goes /s/.</i>" Identifies the initial sound in an alliterative phrase: "<i>Madison, moon. They both have /m/.</i>" 	<ul style="list-style-type: none"> Thinks of and says a word that starts with the same sound as a given word: Given the word <i>ball</i> offers another word that starts with /b/ such as <i>bag</i>. Makes up an alliterative phrase: "<i>Listen to this! Dee down doo-dle!</i>"

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<p>II-C. Segmentation: Breaking names and some sung words into syllables</p>	<ul style="list-style-type: none"> Recognizes and responds to his or her own name when someone “yoo-hoos” it, that is, calls it in syllables like this: “Jim-my,” “A-ma-nee.” 	<ul style="list-style-type: none"> Yoo-hoos or calls a name in syllables. Sings a song that includes words divided into syllables: “Rain, rain, go a-way. Come a-gain an-oth-er day.” 	<ul style="list-style-type: none"> Identifies syllables in a name: “Geena goes like this: Gee-na.” Identifies syllables in a word sung in syllables: “Rosie has two. (Sings) Ring a-round the Ro-sie.”
<p>III. Alphabetic Principle III-A. Name Recognition: Identifying one’s printed name</p>	<ul style="list-style-type: none"> Recognizes his or her own printed first name in isolation from other printed names. 	<ul style="list-style-type: none"> Recognizes his or her own printed first name in the presence of other printed names that begin with a <i>different</i> first letter. 	<ul style="list-style-type: none"> Recognizes his or her own printed first name among other printed names that begin with the <i>same</i> first letter. Recognizes the printed first name of a friend or other person.
<p>III-B. Name Writing: “Writing” one’s name</p>	<ul style="list-style-type: none"> Writes his or her own name or nickname using up-and-down strokes and/or horizontal movement (linear scribble). May include discrete units. 	<ul style="list-style-type: none"> Writes his or her own name or nickname using separate units, including letterlike units and some correctly formed letters. May omit or rearrange some letters and/or include letters not in name. 	<ul style="list-style-type: none"> Writes own name or nickname using correct spelling with occasional letter reversals or letter malformations.
<p>III-C. Letter Recognition: Naming alphabet letters</p>	<ul style="list-style-type: none"> Recognizes 0–3 letters, often the first and last letter in his or her first name. 	<ul style="list-style-type: none"> Recognizes 4–16 letters, including letters in his or her first name. 	<ul style="list-style-type: none"> Recognizes 17–26 letters, including 8 or more lowercase letters.

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<p>III-D. Letter-Sound Correspondence:</p> <p>Identifying a letter’s sound or a sound’s letter</p>	<ul style="list-style-type: none"> Looks at a letter of personal significance, such as the first letter in his or her own name, and attempts to make, or joins in making, the sound it represents. 	<ul style="list-style-type: none"> Identifies the initial letter and letter sound in his or her own name or in another familiar word. 	<ul style="list-style-type: none"> While attempting to write or spell a word, chooses a letter based on the sound it represents.
<p>IV. Concepts About Print</p> <p>IV-A. Identifying Book Parts</p>	<ul style="list-style-type: none"> Recognizes and responds with understanding to another’s use of book-part words such as <i>book, cover, page</i>. 	<ul style="list-style-type: none"> Talks about basic book parts using words such as <i>book, cover, page, front, back, title</i>. 	<ul style="list-style-type: none"> Refers to book parts using words such as <i>first page, next page, front cover, back cover, title page, spine, endpaper, author, writer, illustrator</i>. Makes books with little or no assistance.
<p>IV-B. Orienting Books for Reading</p>	<ul style="list-style-type: none"> Holds books unassisted—right side up, upside down, or sideways. Turns some book pages or turns several at a time. Seeks out a favorite book. 	<ul style="list-style-type: none"> Holds books conventionally and turns pages one at a time. Notices when a page is upside down and when a reader skips a page or starts in the middle or at the end of a book. Recognizes or selects a book by its cover. 	<ul style="list-style-type: none"> Looks at a book page by page from beginning to end. “Reads” a book aloud to self or others, starting on the first page and ending on the last page.
<p>IV-C. Distinguishing Between Pictures and Words</p>	<ul style="list-style-type: none"> Points to and names objects and actions illustrated in pictures: “A doggy!” “Swimming.” 	<ul style="list-style-type: none"> Identifies text: “Here’s the words.” Indicates that the text is what is read: “This is where the read is.” 	<ul style="list-style-type: none"> Points out the first word in a line of text. Points to and “reads” a repeated, familiar, or highlighted word: pointing to the word <i>bang</i>, child says, “This says <i>bang!</i>”

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IV-D. Understanding the Direction of Text	<ul style="list-style-type: none"> • Points at pictures or random words to track text. 	<ul style="list-style-type: none"> • Points from left to right to two or more words. • Sweeps finger down the page to track text. 	<ul style="list-style-type: none"> • Sweeps finger from left to right along a line of text, returns finger to the line of text beneath the first line, sweeps it along the second line of text.