SEEL Curricular Sequence for Preschool

CURRICULUM ELEMENT	Sept, Oct, Nov	Dec, Jan	Feb, March	April, May, June
MEANING AND FUNCTION OF PRINT	Lets a letter or written word stand for an object or action (e.g. uses B for the word "Bus" to let chairs be a bus)	Identifies messages in environmental print; Dictates notes, lists, announcements, menus	Uses a printed word to signal a choice; pretends to read familiar texts; "reads" words or phrases in context with support (e.g. reads what is served for lunch)	Participates in polls (e.g., marks 'yes' or 'no' when asked, "do you like apples?"); Uses initial letter to identify a word in context with modeling
PRINT AWARENESS (CONCEPTS OF PRINT)	Identifies the front/back of a book; Tells where to start reading; Scribbles when pretending to write	Engages in pretend reading and writing; States what he or she is pretending to write	Points to each word during shared reading; dictates stories (co-constructed or own stories); agrees or disagrees when what was written is read back	Matches identical words; "Reads" from memory very repetitive stories; "reads" a recurring word each time it occurs in a repetitive text
	Recognizes own first name in print from two or three options; Names one or two letters in own first name	Recognizes own name in print (e.g., puts belongings under own name label); Names most letters in first name	Names most letters in first name	Names letters in first name
LETTER KNOWLEDGE	Sings alphabet song with support		Chants half the alphabet from a chart with support	Chants the letter names from an alphabet chart with support
	Names and sorts M, B, T, S, O and X	Names and sorts F, A, P, D	Names and sorts E, R, C	Names and sorts N, K, W, I and previously introduced letters
	Traces, copies, writes from model: X and O (X marks the spot; O for 'oh' and to make a design with Os)	Traces, copies, writes from model: M, B, T, S, X, and O	Traces, copies, writes from model: M, B, T, S, X, O, F, A, P, D	Traces, copies, writes: M, B, T, S, X, O, F, A, P, D, E, R, C, N, K, W, I
RHYMING	Generates or identifies rhyme pairs with modeling and immediate imitative support	Generates or identifies familiar rhyme pairs in instructional contexts with modeling	Generates or identifies familiar rhyme word pairs in novel contexts	Generates novel rhyme words; rhymes with nonsense; generates more than one rhyme word; identifies rhyme pairs

ALLITERATION	Plays with and repeats words and phrases that begin with same first sound	Repeats same first sound phrases that have been modeled	Sorts objects that start with same first sound with support (eliminates items that don't start with the target sound); writes initial letters to stand for words in interactive writing context	Plays the "name game" by saying each child's name with a particular initial consonant; "reads" list of words from memory that all start with same letter (e.g., list of S items purchased at a pretend store)
SOUND BLENDING	Marches or claps to words in a sentence; Blends own name and very familiar words from beginning consonant or cluster and rest of the word after some modeling	Claps out words in sentences and syllables in words; talks like a robot	Claps out syllables in words; Blend familiar rhyme words into onset + rime immediately after a rhyme activity	Blends familiar rhyme words into onset + rime immediately after a rhyme activity

Print Awareness

Early preschool

- Engages in pretend reading and writing; scribbles when pretending to write
- Asks to have books read

Mid preschool

- Acts on print props in meaningful ways (e.g., makes and pretends to read lists, advertisements, announcements, posters, invitations, notes, nametags, and labels; pretends to read and write as part of role play (e.g. being a waitress, cashier, librarian, teacher, parent, letter carrier)
- Dictates experiences; waits for the scribe to write (slows the telling to give the scribe time to write);
- Identifies the front/back of a book; tells where to start reading
- Identifies messages in environmental print (e.g., stop signs, food wrappers); tells what brand name symbols mean and uses brand name icons as props in play (e.g., McDonald's materials to serve as items in a pretend restaurant)
- States that he or she doesn't know how to write or read; identifies people who can and can not read (e.g., says that a baby can't read and that a mommy can read)
- Recognizes own name in print (e.g., puts personal belongings in places labeled with own name)
- States what he or she is pretending to write

Late preschool

- Points to each word during shared reading of familiar predictable, repetitive stories and language experience texts (recognizes that spaces separate words)
- Dictates ideas and agrees or disagrees when what was written is read back (knows when what was written is correct)

- Matches identical words to communicate or signal options (e.g., matches words to buy things at a pretend grocery store, make a snack selection, choose a center-based

  activity (e.g., finds the word 'milk' when shown an example to put the milk in its proper place in a pretend store)
  - "Reads" from memory familiar predictable and repetitive stories

Participates in polls, marking options (has or does not have a pet; likes or does not like to each French fries)

Early kindergarten

- Identifies words versus pictures ("find a word," "find a picture")
- Identifies where print begins and ends on a page; responds to "where do we begin to read on this page?"
- Points to or matches a word on a page; if shown a particular word, finds that word in a text when it is repeated frequently
- Composes ideas on paper using pictures with simple label/words
- Marks or selects written options to make choices (taste tests, opinion polls, menus)

Print Awareness

Identifies words versus pictures ("find a word," "find a picture")

Identifies where print begins and ends on a page; responds to "where do we begin to read on this page?"

Points to or matches a word on a page; if shown a particular word, finds that word in a text when it is repeated frequently

Composes ideas on paper using pictures with simple label/words

Marks or selects written options to make choices (taste tests, opinion polls, menus)

Distinguishes between letters, numbers, and words (e.g., responds to requests to "find a number," "point to a letter," "show me a word")

Identifies the directionality of print (top/bottom, left/right)
Shows sequence of print by pointing left to right

"Reads" repetitive and predictable phrases from familiar texts during shared reading; states the words of a familiar text from memory while pointing to each written word as it is spoken
Demonstrates 1 to 1 pointing to written words as they are read

Rhyming (phonological awareness)
- Playfully repeats rhyming word pairs from simple interactive rhyme routines
- Completes simple rhyme poems by filling-in a missing rhyme word at the end
- Sorts words that rhyme; puts pictures or objects of words that rhyme together and discards those that don't rhyme (e.g., puts all the dogs with names that sound like 'Mike' together)
- Recognizes positive examples of familiar rhyme pairs (says yes to the question, "do the words tip and dip rhyme?")
- Generates rhyme word pairs for familiar target rime endings (those used in instruction); responds to the request to 'think of a word that rhymes with 'bug' or answer "what rhymes with *bug*?" after rhyming with 'bug' has been modeled in a lesson
- Produces familiar target rhyme words in non-instructional contexts
- Identifies two of three pictured words that rhyme; picks up two cards that rhyme from three alternatives (e.g., selects the pictures dog and frog from pictures of dog, house, and frog)
- Identifies or recognizes familiar words that rhyme in a non-instructional context (e.g., will say 'yes' when asked if 'truck and muck' rhyme, since making muck and getting ducks and trucks stuck in muck were prior instructional activities)
- Identifies or produces novel rhyme words (words not used in instruction)
- Identifies rhyme pairs embedded in distracting contexts (books that incorporate many rime endings and that place rhyme words at the ends of adjacent or alternating sentences)
- Identifies non-rhyme as well as rhyme examples (e.g., says that cup and spaghetti do not rhyme)

Identifies or generates nonsense rhyme words (e.g., responds to the question, "think of a word that rhyme with bipe.")
Generates several examples of words that rhyme with target word. (Think of a word that rhymes with ____; think of another words that rhymes with ____).
Identifies new non-rhyme pairs in a series (e.g., girl, curl, pig, pearl) (examples not likely to have been encountered in instruction)

Alliteration and same-first sound identification (phonological awareness)
Plays with same-first-phoneme while participating in non-meaningful sound play; produces exclamations and expressions that begin with the same first sound after modeling (e.g., joins in sound play while throwing items in a bin and producing such sounds as "bing, bip, bop, bang, blip, bling, blah, bump, blap, bong, bang")
Repeats modeled alliteration phrases in a playful way (e.g., laughs or smiles when pretending to be the big brown bouncy, bumbly bear bouncing, bounding, and bumping into berries and bushes and bees, and brooks)
After modeling, identifies (with headshake or yes/no response) or sorts words that go with 'same first sound' word series when given options of things to add (e.g., puts /s/ items to buy from a store in a sack, such as snack, soup, soda, soap, suckers; selects items that start with /s/ from options presented to add to the sack)
Adds words or recognizes words that can go to a series that all begin with same first sound (e.g., my mother mixes many mushy marshmallows. What else could she make and mash in the mix? How about margarine? How about a mango? How about peanut butter?)
Plays the name game; adds the same phoneme to names of children in the class; substitutes the first consonant in names or adds the same sound to names (e.g., marbara/Barbara, mandrew/Andrew, mallie/sallie, etc.)

Identifies words that don't fit a series of same first sounds (e.g., removes the picture of the 'hat' when shown the array of soup, snake, hat, and sand)

Sound Blending and segmenting (phonological/phonemic awareness)
Claps and marches to words in a sentence
Mid preschool
Counts the words in simple sentences
Blends and segments compound words into word parts (foot + ball)
Segments two syllable words into syllables (e.g., table, /ta/…/ble/)
Blends syllables to make words (e.g., /ta/…/ble/, table)
Segments words into onset and rime (e.g., pan, /p/…/an/)
Blends onset (consonant or cluster) and rime (vowel and consonant ending) into words (e.g., dr + ag = drag).
Claps syllables in words

Letter Knowledge (letter naming)
Names the first letter in the child's own name
Names one or two letters that have personal meaning (e.g., letters in a pet's name, M for Mom or D for dad)
Names a few of the most common consonants (uppercase): M, B, T, S
Names the high-frequency consonants (uppercase): M, S, R, B, T, F, K, D, N, C, P, X
Matches uppercase letters with lowercase letters (e.g., S,s O,o, R,r B,b); Matches similar upper case and lower case letters (Tt, Bb)
Names the vowels O, A, E
Identifies the sound that one or two high utility letters make (m, s, r, b, t, f, k, d, p)