



English Language Arts Curriculum

Toddlers

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Expectations for Students

Young Toddler

1.1 YT.A Demonstrate beginning book-handling skills

- Point to or frequently turn to favorite parts of a book .
- Turn pages.
- Pretend to read by tracking.

1.1 YT.B Demonstrate interest in pictures and text.

- Show preference for favorite books or pages .
- Point to or frequently turn to favorite parts in a book .
- Notice print in the environment.

1.1 YT.C Identify and imitate familiar sounds in the environment.

- Label sounds when they are heard. (e .g ., say “dog” when they hear a dog barking)
- Repeat a sound sequence. (e.g., “E, I, E, I, O .”)

Older Toddler

1.1 OT.A Demonstrate beginning book-handling skills.

- Independently seek books to read during free play .
- Orient book correctly.
- Turn pages in order.
- Use pointer or finger to track print.

1.1 OT.B Recognize that print has meaning

- Choose books from a collection and name each one even if not using proper titles .
- Differentiate between numbers and letters .
- Recognize some letters in his/her name .

1.1 OT.C Categorize familiar sounds.

- Identify animal sounds.
- Listen to sounds and guess what they are .
- Use and imitate sounds when playing.
- Recognize sounds that are similar to those found in name .

- Engage in activities that include rhyme and alliteration .

1.1 OT.D Recognize familiar environmental print.

- Recognize and associate familiar logos . (e .g ., restaurants, stores, teams)
- Recognize objects labeled with his/her name .

1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Expectations for Students

Young Toddler

1.2 YT.B Respond to simple questions about a text.

- Point to picture in a text when asked by an adult .
- Attempt to communicate about the text when asked by an adult .

2 YT.C Relate familiar objects in a text to personal experience.

- Point to picture in a book when asked by adult .
- Answer a question about a book. (e.g., “What is the bat eating?”)
- Move to real object after viewing in a text .

2 YT.E Identify a favorite book by its cover.

- Use front cover to locate favorite text.
- Ask adult to read a favorite text often.

1.2 YT.J Use new vocabulary in everyday speech.

- Ask adults questions to learn names for new objects .
- Use newly acquired vocabulary to name objects .
- Understand about 200 words and use about 50 in everyday speech

1.2. YT.L Actively engage in reading activities for short periods of time.

- Listen to and interact with adult.
- Point to or frequently turn to favorite parts of a book .
- Ask and answer questions about the text being read aloud .
- Purposefully seek out opportunities to engage with books

Older Toddler

1.2 OT.B Answer simple questions about a text.

- Use some details from the text to answer questions .
- Answer “who” or “what” the text is about .

1.2 OT.C Relate text to personal experiences when asked

- Respond to action in a story. (e.g., jump when characters jump)
- Share personal experience and prior knowledge that is relevant to the text .
- Answer questions about text that relate to personal experiences .
- Choose text based on personal interest and experiences

1.2 OT.E Identify a text by the front cover

- Locate a familiar text when provided with title .

- Locate an unfamiliar text when provided a description of the front cover
- 1.2 OT.G Notice details in illustration or picture.
- Describe details about pictures in text.
- 1.2. OT.J Use expanded vocabulary in everyday speech
- Talk about pictures using new vocabulary words or phrases .
 - Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations .
 - Begin to use new vocabulary when asking questions or describing situations or objects
 - Use prepositions and pronouns.
 - Understand as many as 900 words and use about 300 in everyday speech .
- 1.2. OT.L Use expanded vocabulary in everyday speech.
- Share prior knowledge about text being read aloud .
 - Ask and answer questions about text being read aloud .
 - Respond to comments from other children .
 - Use ideas gained in group reading, other daily routines, learning centers, and activities .

1.3 Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Expectations for Students

Young Toddler

- 1.3 YT.B Respond to simple questions about a story.
- Point to picture in a story when asked by an adult .
 - Attempt to communicate about the story when asked by an adult .
- 1.3 YT.J Use new vocabulary in everyday speech.
- Ask adults questions to learn names for new objects .
 - Use newly acquired vocabulary to name objects .
 - Understand about 200 words and use about 50 in everyday speech .
- 1.3 YT.K Actively engage in reading activities for short periods of time.
- Listen to and interact with adult.
 - Point to or frequently turn to favorite parts of a book .
 - Ask and answer questions about the story being read aloud .
 - Purposefully seek out opportunities to engage with books .

Older Toddler

- 1.3 OT.A Recall an event from a story
- Name one event in a story.
 - Talk about what the story is about.
 - Finish a familiar story when adult pauses .
- 1.2 OT.B Answer simple questions about a story.
- Point to picture in a story when asked by an adult .
 - Attempt to communicate about the story when asked by an adult .
- 1.3 OT.C Recognize pictures of familiar characters in a book

- Name characters in the story.
- 1.3 OT.G Notice details in illustration or picture.
- Describe details about pictures in stories .
- 1.3 OT.J Use expanded vocabulary in everyday speech.
- Talk about pictures using new vocabulary words or phrases .
 - Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations .
 - Begin to use new vocabulary when asking questions or describing situations or objects.
 - Use prepositions and pronouns.
 - Understand as many as 900 words and use about 300 in everyday speech
- 1.3 OT.K Actively engage in small group reading activities.
- Share prior knowledge about text being read aloud .
 - Ask and answer questions about text being read aloud .
 - Respond to comments from other children .
 - Use ideas gained in group reading, other daily routines, learning centers, and activities .

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective.

Expectations for Students

Young Toddler

- 1.4 YT.R Scribble with writing and drawing tools.
- Make marks that appear in random order .
 - Repeat scribbles.
 - Choose from a variety of writing tools and surfaces during play .
 - Engage in tactile experiences creating shapes and other forms .
 - Create shapes and scribbles from tactile materials

Older Toddler

- 1.4 OT.M Tell a story about a picture
- Tell a real or make-believe story.
 - Describe the shapes in a drawn picture . (“This is a dog and that is her dog house.”)
 - Respond when asked “who” or “what” is in the picture .
 - When prompted, provide details to further support the description of the picture.
 - Communicate the beginning and end of an event .
- 1.4 OT.R Intentionally make marks with writing and drawing tools.
- Choose from a variety of writing tools and surfaces during play .
 - Engage in tactile experiences creating letters and other forms .
 - Scribble lines, circles, zig-zags, or in rows .
 - Write segments of letter forms. (e.g., lines, curves)
 - Begin to use letter-like forms.
 - Trace and create letters and other shapes using tactile materials(sand, sandpaper, glue, foam)

1.4 OT.V Ask questions about topics of personal interest to gain information.

- Ask about a new toy or object in the classroom. (e .g ., “How does that work?”)
- Ask questions about familiar and unfamiliar people

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Expectations for Students

Young Toddler

1.5 YT.A Use sounds, gestures, and words as forms of reciprocal communication.

- Use verbal and nonverbal language to have needs met .
- Use verbal and nonverbal language to show interest in objects and people .
- Engage in conversational turn-taking

1.5 YT.C Respond to questions, comments, or directions

- Focus attention on speaker and attempt to imitate speech .
- Respond to adults’ requests showing understanding of what is being asked . (e .g ., answer a simple question with a nod of head, go to wash hands when asked)
- Follow a one-step simple direction

1.5 YT.D/E Use 1-2 words and/or signs to communicate.

- Use simple words and/or signs to indicate wants or needs .
- Use simple gestures.
- Use inflection when speaking.
- Express thoughts, feelings, and ideas.
- Talk about stories, experiences and interests

Older Toddler

1.5 OT.A Engage in reciprocal conversations and interactions with peers and adults.

- Engage in conversational turn-taking.
- Pose questions.
- Allow wait time before responding.

1.5 OT.C Respond to questions, comments, or directions.

- Respond to adults’ requests showing understanding of what is being asked . (e .g ., answer a simple question with a nod of head, go to wash hands when asked)
- Demonstrate understanding of position words .
- Follow two-step directions with reminders .
- Respond to a question with an answer or details related to the topic being discussed

1.5 OT.D/E Use simple sentences, communicating clearly enough to be understood by familiar adults

- Express thoughts, feelings, and ideas.
- Talk about stories, experiences, and interests .
- Use appropriate volume to be heard by group, paying attention to inside and outside voices .
- Use pronouns more frequently.

- Use inflection when speaking.

1.5 OT.G Demonstrate command of the conventions of standard English when speaking based on older toddler development

- Speak in simple sentences.
- Use pronouns for self.
- May omit some words or use some words incorrectly . (e .g ., “Mommy goed to work,” “I want banana .”)
- End words in “s” to indicate plural. (e .g ., trucks, mouses)
- Begin to use prepositions.

Activities and Experiences

Reading to individuals and small groups
multiply times each day

Weekly trip to Library

Cubby labels with picture and name

Pointing out Montessori logo

Imitating Telephone for newly acquired
vocabulary

Object naming

Object naming baskets

Matching “Object to Object” “Object to
Picture” “Picture to Picture”

Discussion/conversation regarding books
and objects

Drawing/Painting

Illustrate and narrate their picture and
painting

Sensory bins

Model conversation turn taking

Simple sign language gestures

Circle time

Exploring music

Songs

Materials and Resources

Having a book corner and a variety books
available

Sandpaper letters

Initial sound boards

Felt boards to go along with stories

Language cards

Puzzles

Matching cards

Telephone

Action cards

Sequence cards

Variety of objects for naming

Parts of cards

Objects to cards

Feeling cards

Art medium Instruments (e.g. drums,
shakers, sticks, symbols, etc.)

Surprise bag

Assessments

Checklist

Scope and Sequence