EXPERIENCE CURRICULUM &

THE SCIENCE OF READING



THE SCIENCE OF READING

Experience Curriculum is closely aligned with the Science of Reading (SOR). SOR is a collection of interdisciplinary, evidence-based research over several decades that focuses on how children learn to read. The Experience Developmental Continuum of Skills presents foundational skills in a way that is both engaging and thoughtfully aligned with the Science of Reading.

Learning to read doesn't come naturally. It's a complex process that children must be taught over time. That's why it's important to build strong language and literacy skills early on. Foundational reading skills include phonological awareness, phonics and alphabetic knowledge, vocabulary, reading comprehension, fluency, language comprehension, writing and print concepts (Wright, et al., 2022).

Teaching these foundational skills should be explicit and systematic (Wolff & Gustafsson, 2022; Roberts, 2021), while also valuing play as a meaningful contribution to early childhood language and literacy development (Morrow & Rand, 2021).

There are three commonly cited frameworks that align to The Science of Reading.

- The Simple View of Reading (Gough and Tunmer, 1986) is a formula that defines reading as having two critical components: word recognition, or decoding, and language comprehension.
- Scarborough's Rope (Scarborough, 2001) illustrates how language comprehension (background knowledge, vocabulary, reasoning and literacy knowledge) intertwines with word recognition (phonological awareness, decoding and sight recognition) to achieve reading proficiency.
- The Five Pillars of Reading Instruction (National Reading Panel, 2000) break down literacy into five essential components: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Experience Preschool, Toddler and Baby include guidance and high-quality resources to support the development in these foundational skills through engaging activities and materials.

experience experience Developmental Continuum of Skills Printy Toddler Preschool Printy Reactiman's Beactiman's										
			Infant Toddler		ddler	Prescho	ool			
Indiv	ridual children develop at c	unique pace.	IIII		Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6 Jentifies own strengths and personal talents.	Apply specifies to proposalsh a task and exhibits	teflects and describes strengths and areas of grow Begins to have and apply a growth mindset.
	Skiii/ Skiii Code	Sub-skill / Definition		Fin minut. Recognizes self as being	ames self and names basic body parts.	denthes Characterspills or see.	Describes thought and characteristics of the survey of the	Purper phys menders on a horses.	pride in personal accomplishments. Understands others might have different needs and preferences than self-	Expresses and advocates ways for self and others have participate according to unique preferences of
3		expresses confidence	pr raming head solved present state-op- perplaces hands and feet. Se Vocalizes or moves to express needs. Se pr	parate from others. seks out or responds to favorite or eferred toys, objects or people.	Special IX-	When given two to these opicary, a second desired option.	and others.	peterences. tertain a familiar task or activity with a liferent approach.	Revults and plans a familiar task and describes ways to increase treats.	to attain differing wants. Predicts how self and others might be able to perform a yark and describes and plans what is needed to improve.
a do	SED 1 Self-Awareness	preferences SED 1c Completes tasks independently	RECORD OF CHAPTER AND A	Plecis scoeberowsky.	rdependently. May all need adult	Expresses interest in putting of 1/10 complex tasks and activities with help.	independently. Recognizes that feelings can change.	Identifies complex feelings and recognizes that they	Literatifies past, current and future feelings and explains when they might experience different feelings.	- 0
200		SED 1d Identifies emotions	to express engagement, conteniment,	opressions and gestures	tecognizes and names a www personal feelings.	at an amount of streamies to require emotions	independently chooses and uses a variety of strategies to regulate emotions or behavior.	Describes and demonstrates appropriate responses to different emotions and behaviors.	Describes shotegies to calm oneself in new or stressful placetions.	Applies strategies for managing own emotions on behaviors. Adapts to new situations or routines quickly and w
Hond	SED 2 Self-Regulation	SED 20 Manages feelings and behavior	Calms with support from caregiver.	select on a provide comfort when upset	Begint to use strangers of the support from familiar advit.	or behavior. May all need adult prompting on occasion. Anticipates what comes next within a daily routine. Becognizes when the typical routine is not followed.	Follows daily routines. With support, negotialitis ways to handle new routines or transitions.	Transitions from one activity to the next and helps others through the transition-	Describes strategies to adjust and calm oneself in new or stressful shaptons.	minimal stress.
& Emc		SED 2b Follows routines and transitions	expression.	transitions with support.	noutine and redirects to a new activity with support. Forevers in interactions with new adults.	pecognizes when the typical routine is not personned and identifies the change. Engages in paylifer back and faith interactions with your or familiar adults.		Identifies trusted adults in the community and describes when to seek help-	Describes characteristics of trusted adults and seeks halp when needed.	various settings and how to build positive relation
Social		SED 3a Develops relationships with adults	primary curegrees.	Stays close to and interacts with taminar adults for comfort and support. Engages in simple interactions with peers.	but returns to the primary caregivers for comfort and support.		Demonstrates connection with others and identifies similar interests as friends.	Describes personal (riendships and meaningful relationships.	Describes characteristics of positive blendships and how to build positive relationships. Fulfills personal rates and responsibilities when	self, others and considers the needs of others.
	Social	SED 36 Develops relationships with poers	Notices, responds to and looks at peers. Engages in simple social interactions, such		and may demonstrate preference for specific peers.	With support from an adult, initiates play with perm and sees prospoid behavior skills such as sharing.	Initiales play with peers and uses protocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on accession.	identifies soles of self and others during group tasks a activities. Offers to help others.	Fulfilis personal roles and responsements working in a group. Seeks to understand and support others' feelings.	begins to use out to each again in a group setting ideas to support collaboration in a group setting Demonstrates respect for others who have differ feelings and needs. Shows empathy to others.
	SED 3 Relationships	SED 3c Porticipates cooperatively in groups	as games like peek-a-boo.	Explores different facial expressions, such	activity when asked. Recognizes the emplions of others and demonstrates concern for others.	waiting and taking turns. Explains how and why someone may be feeling a		Explains how self and others may feel similar or different in a variety of structions and explains why Eliminates passible solutions to a problem by filmking		feelings and needs. Shows emportly to creat. Solves problems by connecting personal experts o possible solutions.
		SED 3d Identifies and respects emotions of others SED 4a Solves problems	Adjusts behavior according to emplored or facial response of a familiar person. Uses simple repeated actions or movements to solve a problem.	as in pictures. Explores how things work using repeated trial and error to solve a problem.	Recognizes a problem and asks for adult help to solve the problem.	Suggests and explores possible solutions to a problem with support from an adult.	to try first when solving a problem.	fix-ough their potential results and consequences. Considers others' feelings when making decisions.	Evaluates possible solutions and their consequences before acting.	Demonstrates responsible decision-making by applying past experiences to new situations.
	SED 4 Problem-Solving	SED 4b Responsible Decision-Making	Begins to recognize choices, such as reaching for a toy when multiple options are available.	Responds to simple guidance on safe and kind choices.	partie in the control of	With adult support, last choices or solutions before making a decision. Focuses on an engaging activity for a short period	and farmers.	Seatohs focus for at least ten minutes, even if the re	one Sustains locus for at least thirty minutes, even if there are distractions.	Gallonna
(39)		ATL To Attends	Focuses for a short time on a person, sound or thing.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time with adult reminders Asserts a desire to start or end a prefer	of time independently.	ore distractions. Begins to persist on a challenging activity with souther support.	Peolists on a challenging activity independently.	With adult support, plans steps to pursue a challenging activity or idea and implements it with pensistence.	Plans steps to purse an idea and implements pensistence independently.
in Bri	ATL 1 Attention & Persistence	ATL 16 Persists	Engages in a continued interaction or activity with a familiar object or adult.	Repeats actions to gain a result.	activity. Asks for help as needed.	Expresses delight over a successful project.	bita in Lift inhora mints of	Demonstrates ability to shift ideas, plans or imagington while completing complex tasks or	Imagina's new ways to approach a task or discove information when obstacles are present.	Demonstrates oblity to fiverify shift approach complex to kis independently.
		ATL 2a Shows Rexibility	Shifts attention from one person or shing	Shifts attention from one task to another with prompting and adult support.	With adult support, demonstrates ability to shift ideas, plans or imagination while	With adult support, demonstrates ability to shift ideal, plans or imagination while participating in complex tasks or rale-play scenarios.		games independently.	With adult support, plays games or activities with	Plays games or activities with others that have

PHONOLOGICAL AWARENESS FRAMEWORK

Phonological awareness is the ability to recognize and manipulate the sound structures of spoken language, including rhymes, syllables and phonemes. It is a critical early literacy skill that is a predictor of future reading success (National Reading Panel, 2000).

Large Units of Sound

Syllables, compound words and onset-rime can be blended, segmented, deleted and substituted.

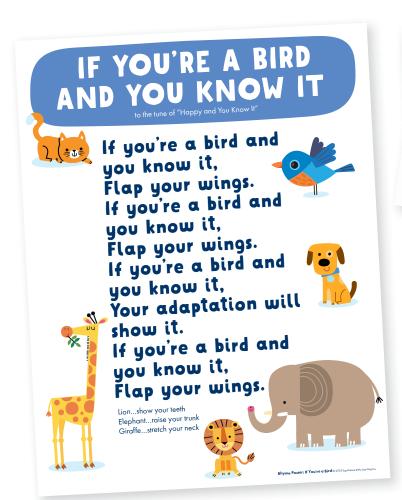
		Blend: put together the parts of a word to make a new one.	Segment: break apart a word into its smaller parts.	Deletion: take away a part of a word to make a new one.	Substitution: replacing one part of a word with a new part to make a new word.		
Skill	Definition	Examples					
Syllables	Syllables are the beats in a word.	/wa-ter/, What word do you hear when we put those together? Water.	Tiger. What syllables do you hear in the word tiger? /ti-ger/.	What's walking without /-ing/? Walk.	Honey. What word do we get when we change /hon/to/mon/? Money.		
Compound Words	Compound words are two words put together to make a new word.	Butter-fly. What word do you hear when we put those words together? Butterfly.	What words do you hear in cupcake? cup-cake.	Starfish without /star/ is? Fish.	Mailbox. What word do we get when we change mail to tool? Toolbox!		
Onset-Rime	Onset is the beginning sound of a word. Rime is the rest of the word.	L-og. What word do you hear when we put those sounds together? Log.	Bat. What's the beginning sound (onset) and the rest of the word (rime)? b-at.	Stop without /s/is? Top.	Can. What word do we get when we change /an/ to /up/? Cup!		

		Fill-In: suggests a missing word within a rhyme or poem.	Identification: identifies when two words rhyme.	Production: produces a rhyming word when given a word.	Rhyme: rhymes with real and nonsense words.		
Skill	Definition	Examples					
Rhyme	Words that sound the same at the end	Recite a poem and pause so the children can fill in the missing word. "Jack and Jill went up the"	Invite the children to identify if two words rhyme. "Do Jill and hil l rhyme?"	Give the children a word. Invite them to come up with additional rhyming words. "Jill and hill rhyme. What is another word that rhymes with 'Jill' and 'hill'?"	Give the children a word and invite them to come up with additional rhyming words. "What words rhyme with hill?"		

Small Units of Sound

Phonemes are the smallest units of sound in a word. Phonemes can be blended, segmented, deleted and substituted.

Skill	Definition	Examples
Beginning Sounds	Beginning sounds are the first sound you hear in a word.	Cat. /c/ is the beginning sound. What other word begins with /c/?"
Ending Sounds	Ending sounds are the las t sound you hear in a word.	Hat. /t/ is the end sound. What end sound do you hear in the word van?
Medial Sounds	Medial sounds are the middle sound you hear in a word	Red . /e/ is the middle sound. What sounds do you hear in the middle of the word net ?
Phoneme Blending	Put together sounds to make a word.	Let's blend the sounds together to make a word: /s//u//n/. Sun.
Segmenting Phonemes	Taking apart a word into individual sounds (phonemes).	Let's take apart a word. What sounds do you hear in the word dog? /d//o//g/.
Phoneme Substitution	Replacing a sound (phoneme) in a word with another to create a new word.	Cap. Let's change /c/ to /m/. map!









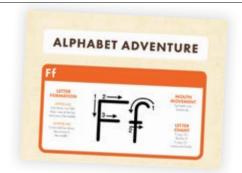
Experience Preschool blends play-based exploration with explicit language and literacy instruction. Children engage in meaningful, playful learning experiences. The teacher guides provide structured support for systematically teaching skills, such as phonological awareness. Below are just some examples of how Experience Curriculum aligns with the Science of Reading.

Phonological Awareness Table Top and Small Groups

Children participate in engaging activities that follow a yearly phonological awareness scope and sequence. Children identify, blend, segment, isolate and manipulate words and sounds. Small Group instruction includes differentiation for children who need extra practice and children who are ready for a challenge.

SOR Alignment: Phonological Awareness

Alphabet Adventure Children learn letter names and sounds through daily chants, poems or activities. **SOR Alignment: Phonics**





Storybook Connections & Suggested Stories Children engage with a themed book across multiple reads to build vocabulary, reinforce print concepts, strengthen comprehension and encourage movement and story retelling. Children engage in daily read-alouds through storybook connections and suggested stories where teachers model reading fluency. SOR Alignment: Reading Comprehension, Fluency, Print Concepts and Vocabulary

Theme-based Instruction & Vocabulary Word Cards Children explore a monthly theme through daily lessons that introduce and reinforce vocabulary across all activities, supporting language development.

SOR Alignment: Vocabulary





Discussion & Reflection Questions - STEAM Stations

Children answer daily recall and higher order thinking questions during Circle Time, Closing Time and STEAM Stations that support building background knowledge and language comprehension skills. **SOR Alignment: Language Comprehension**

Write & Wonder Children engage in writing and drawing activities during Write & Wonder, aligning with each theme, providing opportunities for vocabulary practice, building background knowledge and self-expression.

SOR Alignment: Writing





More Literacy More Literacy which includes language and literacy activities written at higher benchmarks for children who need an additional challenge SOR Alignment: All Foundational Skills

The Experience Letter and Sound Scope and Sequence was developed to align with current research.

Alphabetic knowledge is fundamental to children's reading success. Children learn letter sounds and associate them with corresponding letters, supporting their ability to decode and read words. Current research emphasizes that effective alphabet instruction is most beneficial when it's developmentally appropriate and strategically sequenced (Light & McNaughton, 2019; Roberts, Vadasy, & Sanders, 2019; Wright, et al., 2022). Experience Curriculum applies the following research-based recommendations for sequencing letter instruction:

- 1. Teach letters and sounds in children's names.
- 2. Letters that occur often in words are presented first, such as a, m and t.
- 3. Letters that look similar and have similar sounds are presented separately, such as b and d. This helps children to differentiate between them.
- 4. Letter sounds that are easy to stretch, such as f, m and n.
- 5. A mix of consonants and vowels so that simple blending instruction may occur using those sounds.
- **6.** Letters are taught more than once and frequently. The scope and sequence repeats throughout the year with time built in to each month for review.

It's also important to remember that each child's development is unique, and children learn at different paces. Teachers are encouraged to use observational data to differentiate letter instruction.

LETTER SCOPE AND SEQUENCE

Month	Week	Preschool	Toddler
	1	Ff & Mm	Ff
	2	Aa & Pp	Рр
September	3	Tt & Oo	T t
	4	Review	Review
	1	Nn & li	li
	2	Ll & Cc	Сс
October	3	Ee & Ss	Ss
	4	Review	Review
	1	Dd & Uu	Dd
	2	Hh & Gg	Hh
November	3	Rr & Ww	Rr
	4	Review	Review
	1	Bb & Kk	Bb
	2	Xx & Vv	Vv
December	3	Yy & Jj	Jį
	4	Review	Review
	1	Zz & Qq	Zz
	2	Ff & Mm	Mm
January	3	Aa & Pp	Aa
	4	Review	Review
	1	Tt & Oo	Oo
	2	Nn & li	Nn
February	3	Ll & Cc	Ll
	4	Review	Review
	1	Ee & Ss	Ee
	2	Dd & Uu	Uυ
March	3	Hh & Gg	Gg
	4	Review	Review
	1	Rr & Ww	Ww
A!1	2	Bb & Kk	Kk
April	3	Xx & Vv	Хx
	4	Review	Review
	1	Yy & Jj	Yy
Mana	2	Zz & Qq	Qq
May	3	Review	Review
	4	Review	Review
June	1-4	Review	Review
July	1-4	Review	Review
August	1-4	Review	Review

PRESCHOOL PHONOLOGICAL AWARENESS SCOPE AND SEQUENCE

	LLD 3a Rhyme				LLD 3b Hears Large Units of Sound			LLD 3c Hears Small Units of Sound		
монтн	Suggests missing rhyming words.	Identifies when two words rhyme.	Produces rhyming words.	Shows awareness of separate words.	Blends compound words, syllables and onset-rime.	Segments compound words, syllables and onset-rime.	Engages in word and sound play.	Identifies and produces beginning sounds.	Identifies ending sounds. Blends two phoneme words.	
September	V	V		V	V		V			
October		V			V	V	V	V		
November			V			V	V	V	V	
December	V	V		V	V		V	V		
January		V			V	V	V	V	V	
February			V			V	V	V		
March	V	V		V	V		V	V	V	
April		V			V	V	V	V		
May			V			V	V	V	V	
June	Review		Review		Review					
July	Review		Review		Review					
August		Review			Review			Review		

^{*}This table shows the target skill. Differentiation is included in each lesson to support children who need more practice or more of a challenge.



Experience Toddler includes a teacher guide with activities to engage children in playful learning experiences to support language and literacy development.

Weekly Featured Book Each month features four types of books that support key social-emotional and emergent language and literacy skills. Weekly activities are planned around the featured book.

Daily Storytime Read aloud each day using interactive picture books and ask simple questions about the story to build print concepts, vocabulary and comprehension.

SOR Alignment: Reading Comprehension, Fluency, Print Concepts and Vocabulary



Follow the Path Expand vocabulary with photos. Explore early reading and writing skills by tracing over the path from left to right on each page. Reinforce direction of text and hand-eye coordination.



Forest Friends Nurture social skills through stories of friendship and values.



Storybook Expand imagination by getting to know story characters, acting out their obstacles and exploring how they solve problems.



Nursery Rhyme Strengthen Listening and Communication skills by finding new pictures and words in this exclusive book series.

Letters & Sounds Explore letters and sounds by singing and playing games. **SOR Alignment: Phonics**











Communication Use sign language cards from stories to enhance vocabulary and support expressive and receptive language skills. SOR Alignment: Language Comprehension

Active Listening Listen to read-aloud stories, explore active play and mimic sounds.

SOR Alignment: Language Comprehension











Word Play Engage children in word and sound play through engaging activities. **SOR Alignment: Phonological Awareness**



Experience Baby includes suggested experiences for babies to support language and literacy development. Each resource below is written into baby experiences in each theme.









Read With Me Every Day helps establish a consistent reading routine by including engaging activities that serve as building blocks for literacy and cognitive development. It supports and encourages educators to read aloud daily, fostering listening skills and attention spans. This resource emphasizes several interactive approaches, such as Read with Expression, Point to Pictures, Play with Sounds, Child Holds It and Include a Prop.

Story Puppets bring the book to life, engage a baby's curiosity and build attention. Props create multi-sensory experiences that reinforce understanding and connection.







Board Books are provided along with guidance on how to read with babies to support vocabulary and language development. These books feature high-contrast images for younger infants, as well as real photos and simple illustrations to engage babies as they grow.

Photo Cards support early literacy skills by adding life to stories, songs and games.









Baby Music Collection includes instrumental, storytelling and playful game songs to support multiple domains of development, including language and literacy.

Baby Sign Language Cards are provided to support early language development by boosting vocabulary, deepening understanding of words and encouraging communication.



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