Massachusetts Early Learning Curriculum

Scope and Sequence

	Unit	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Science, Technology, and Engineering	-			_			-		
Scientific Skills and Methods of Inquiry									
Ask questions about objects, organisms, and events in the environment	0	0	0	•	•	•	•	0	0
Discuss cause and effect	0	0	0	0	0	0	0	0	•
Make predictions based on observed patterns	0	•	0	•	0	0	•	0	0
Use simple tools and measuring devices to gather information	0	0	0	0	0	0	0	0	0
Observe and compare objects, organisms, and events in the environment	•	•	•	0	0	0	•	•	0
Earth, Space, and Science									
Describe objects in the sky and how they move (day and night)							•		0
Describe non-living materials in their environment							0	0	0
Observe how local environments provide homes for some living things	۰		۰			•	۰	•	
Describe where water is found in the local environment									0
Develop an awareness of patterns in weather changes (day to day; seasons)							۰	0	0
Observe daily weather patterns and use simple tools to record data							0		•
Discuss how people's activities affect the environment			•			0		0	0
Life Sciences						,	,		
Observe and identify characteristics and basic needs of living things	•		•				•	0	0
Identify and compare characteristics that differentiate living from non-living things	•						•		
Recognize living things that inhabited the earth years ago			•						
Observe how local environments meet the needs of some living things	•		•			•	۰	0	0
Describe living things found in a local area and the characteristics of the area	•		•			•	•	0	
Make predictions about familiar plants and animals based on observations	•						•	0	
Describe and compare animal body parts and their functions (including humans)	•					•			
Describe and compare parts of plants and their functions							•	0	
Identify similarities and differences between animals and their parents	0	•							
Observe, describe, and compare the life cycles of plants and animals	0						0	0	
Observe how seasonal changes impact plants and animals			0				0		
Describe and use the five senses as a means of gathering information	0	0	0	0	0	0	0	0	0
Physical Science									
Describe, compare and sort objects based on characteristics and uses	•	•	•	•	•	•	•	•	•
Describe differences in the properties of an object and the material it		•	•	•	0	•			

is made of									
Develop an awareness of the properties of liquids and solids					0	0			0
Observe and describe how materials can change (by mixing, changing		0							
state, etc.)									
Observe and describe how objects move				0	0			•	0
Observe and describe actions that change how objects move				0	0			0	•
Determine when objects are balanced									0
Develop an awareness of how a structure stays up				0	0	0			
Identify the source of a sound			0	0					
Describe and create sounds of a different volume and pitch			0	0					
Compare and sort materials that allow all/some/no light to pass through		۰							
Technology and Engineering			T			,			
Describe natural and human-made materials	0	•		۰		•			
Identify and demonstrate the proper use of tools and materials	•	•	•	•	•	•	•	•	•
Observe and identify simple machines					0	•	0	0	
Describe how humans use parts of the body as tools					0	•	0		
English Language Arts									
Literature	-		-	_		_		_	
Ask and answer questions about a story or a poem	•	•	•	•	•	•	•	•	•
Ask and answer questions about unfamiliar words in a story	•	•	٥	•	۰	۰	۰	۰	0
Recall important events from a story		•	•	•	0	•	0	0	•
Retell a sequence of events from a story read aloud	•	•	٥	•	•	•	0	•	0
Identify or act out characters and events from a story or poem		•	•	۰	•	•	•	0	•
Use illustrations to describe a character or setting, or to tell how a sequence of events unfolds		•	0	0	•	•	•	•	0
Make simple predictions about what happens next in a story			0	0	0	0	0	0	0
Respond with movement or clapping to a regular beat in poetry or song	0			•	•				•
Make connections between a story or poem and one's own experiences	0	۰	•	•	•	•	•	•	•
Make connections between two or more stories		•		0	•	•	•	•	۰
Listen actively to a variety of age-appropriate literature	0	0	0	0	0	0	0	0	0
Understand stories have a beginning, middle, and end					0	0	0	0	0
Informational Text									
Recall important facts from an informational text or concept book			0	0	0	0	0	0	0
Represent or act out concepts learned from hearing an	0	•	•	0	•	0	•	•	0
informational text and concept books read aloud									
Ask and answer questions about unfamiliar words in an informational text or concept book	0	•	•	0	•	•	•	•	•
Use illustrations in an informational or concept picture book to			_	_	_	_	_	_	_
describe facts learned			•	•	•	•	•	•	•
Describe important details using an illustration or photograph		•	•	•	0	۰	0	0	•
Identify several books on the same topic or by an author or						0	0	0	0

illustrator									
Listen actively to a variety of age-appropriate informational or	•			•	•	•		•	•
concept texts	"	"	"				"		"
Foundational Skills									
Alphabet Awareness									
Recognize that the alphabet is made up of individual letters	0	•	0	•	•	•	•	•	0
Recognize the order of the letters in the alphabet (through song and play)	•					•	•	•	•
Begin to recognize own name in print		۰	0	0	0	•	۰	0	0
Identify the names of some uppercase and lowercase letters		۰	۰	•	•	•	۰	۰	•
Distinguish between uppercase and lowercase letters	0	۰	0	0	0	0	٥	0	0
Recognize and identify beginning letter in some familiar words		•	•	•	•	•	•	•	0
Concepts of Print		1	1				1		
Begin to recognize environmental print (i.e., signs, letters, labels)	•	•	•	•	•	•	•	•	•
Understand how to handle books appropriately (right side up;		•	•	•	•	•	•	•	•
front to back; turn pages one at a time) Begin to recognize and understand function of parts of a book (i.e.,									
front/back cover, title, author, illustrator, captions, etc.)	•	•	•	•	•	•	•	•	0
Begin to recognize that printed and written text is used for different	0	•	0	0	0	0	0	0	0
purposes (i.e., to communicating, teach, entertain)									
Begin to understand that letters make words	•	•	•	•	•	•	•	•	•
Phonological Awareness	ı	1	1		ı		1	ı	1
Begin to understand that words are made of sounds (phonemes)		۰	۰	•	•	•	۰	•	۰
Begin to recognize syllables in a name or word by clapping and counting the number of syllables		•	0	0	•	•	۰	•	•
			•	0	0	0	•	0	0
Listen for and produce ending sounds in words			0	•	0	•	•	0	0
Recognize and produce rhyming words				_					
Identify the initial sound of a spoken word and generate other words that have the same initial sound				•	•	•	•	•	•
Recognize, segment and clap words in a simple sentence					•	•	•	•	۰
Phonics/Word Knowledge									
Demonstrate beginning understanding of phonics and word analysis skills		•	۰	•	•	•	•	•	•
Link an initial sound to a picture of an object that begins with that sound				۰	•	۰	۰	۰	•
Link an initial sound to the corresponding printed letter				0	0	0	0	0	0
Recognize familiar common signs and labels such as "stop"	0	•	•	•	•	•	•	•	0
Writing									
Understand that writing is used to communicate ideas	•	•	•	•	•	•	•	•	•
Understand writing is used for many purposes		•	•	•	•	•	•	•	•
Experiments with making letter forms		•	0	0	0	0	0	0	0
Demonstrates understanding by experimenting with writing from			•	•	•	•		•	
left to right and top to bottom		•					•		•
Dictate words to express a preference or opinion about a topic		•	0	0	0	0	0	0	0
Draw, dictate and/or write to tell a story or explain information about a topic	•	•	•	0	0	0	•	0	•

Decognize and use digital tools as a means for communicating ideas		<u> </u>							1
Recognize and use digital tools as a means for communicating ideas and information	0	•	•	•	•	•	•	•	•
Speaking and Listening									
Speak clearly using appropriate volume, pitch, and tone				•	•	•	•	•	•
Demonstrate communicating with verbal and nonverbal cues	0	•	0	•	0	•	0	0	•
Participate in collaborative conversations during daily routines and	0		•	•	•	•	•		•
play									
Use language to describe personal experiences; tell real or imagined stories	0	•	•	•	0	•	•	•	0
Use language to develop relationships and interact with individuals and/or a group	0	•	۰	۰	۰	۰	۰	•	۰
Begin to carry a conversation through multiple exchanges	0	0	0	•	•	•	0	0	0
Recall information and retell, act out, or represent information from a text read aloud, a recording, or a video	•	0	0	۰	۰	۰	•	0	•
Use newly learned words and phrases in real-life experiences	0	•	•	•	•	•	0	•	•
Asks and answers questions to gain information or clarify something that is not understood	•	•	0	0	•	0	•	0	•
Create and explain representations of experiences or stories	0	•	0	•	0	•	0	0	•
Use speech to express thoughts, feelings, emotions, needs, and	0		•	•		•	•		
ideas	•	"	"				"	•	"
Describe personal experiences; tell real or imagined stories	0	•	•	•	•	•	0	•	•
Language									
Use language in informal everyday activities	0	0	٥	•	0	•	0	۰	0
Use nouns and verbs; generate regular plural nouns		•	0	•	•	•	0	۰	0
Understand and use question words		0	0	0	0	0	0	0	0
Be aware of and use frequently occurring prepositions		0	0	0	0	0	0	0	0
Demonstrate the ability to speak in complete sentences (4–6 words)		•		•	0	•	0	0	•
Begin to express concepts related to length, area, weight, capacity, and volume	0					•	0	0	0
Ask and answer questions to clarify the meanings of unfamiliar words		•	•	•	•	•	•	•	•
Demonstrate and understanding of word relationships and nuances		•		•	•		•	•	
Begin to generate words that have similar meanings		•	•	•	•		0	•	
Use vocabulary related to sorting common objects into categories	•	•	•	•	•	•	0	•	•
Use words learned in classroom activities to real-life examples	0	0	0	0	0	0	0	0	0
•	•	•	0	•	•	•	0	0	•
Listen to a video actively and appropriately			_						
Listen to and follow 2-step directions (build up to multi-step directions)				0	•	0	•	•	•
Listen to a variety of age-appropriate read-alouds	•	•	۰	•	۰	•	0	•	•
Use language in informal everyday activities	•	•	•	•	•	•	•	•	•
Social Emotional									
Self-Concept and Emotional Awareness									
Know first and last name									
Identify personal characteristics and preferences	0	•	0	•	0	•	•	•	
Recognize and describe or represent emotions	0		۰	•	•	•			

Scope and Sequence (CONTINUED)

Discuss coping skills		•							
Practice independence and self-help skills	0	0	0	0	•	0	۰	0	0
Discuss appropriate behavior in shared environments and management of shared materials	۰	•	۰	۰	۰	•	۰	۰	•
Follow directions	0	0	•	0	0	0	۰	0	0
Family									
Name family members and relationship	•								
Describe members of their family and discuss what parents do for their children to keep them safe and happy	۰								
Describe and acknowledge different types and makeups of families	0								
Name family members and relationship	0								
Social Relationships									
Understand that actions have consequences, and talk about ways to solve problems	۰	۰							
Talk about ways people can be helpful/hurtful to one another	0				0	0	٥	0	
Demonstrate cooperative behavior and ability to work in a group	0	0	0	0	•	0	۰	0	0
Understand the role of communication in relationships	0	0		0					
Describe friendship and what makes a good friend	0								
Engage in a variety of physical activities such as walking and dancing	0	0	0	0	0	0	٥	0	0

