Alignment of
Emerging Language & Literacy Curriculum (ELLC)
A Preschool Curriculum
With
Arkansas Early Learning Standards
Alignment of the Emerging Language & Literacy Curriculum (ELLC) with Arkansas Early Learning Standards (ELS)

The ELLC is a comprehensive curriculum for preschool children (36-60 months) that addresses all developmental domains. The curriculum is supported by 12 Guiding Principles (See Appendix A) and four tenets: integration, intentionality, interaction and inclusiveness. It is a literature-based, thematic curriculum with 22 two-week units. Each unit has a key concept, language targets and phonological awareness targets as well as four key components (Shared Story Book Reading; ELLC Circle Time; Small Phonological Awareness Groups; and Learning Centers) that are essential for positive learning outcomes. The key components are designed to promote child friendly play and activities as well as teacher-child interactions. A Learning Outcomes Chart summarizes the objectives for each unit through use of a set of skills and 39 indicators.

ELLC Curriculum Goals:
1. To develop self-awareness through interaction with children and adults in a planned learning environment
2. To build on prior knowledge, construct new knowledge and practice skills in an interactive environment
3. To expand abilities in all developmental domains: social/emotional, physical/motor, cognitive/academic, and language/literacy
4. To develop foundational skills for emergent language and literacy
5. To acquire knowledge and skills consistent with school readiness

ELLC Progress Monitoring Checklists Alignment with Arkansas Early Learning Standards (ELS)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Pre-Academic</th>
<th>Phonological Awareness</th>
<th>Oral Language</th>
<th>Motor</th>
<th>Pre-Writing</th>
<th>Social</th>
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<td>I. Social and Emotional Development</td>
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<td>II. Cognitive Development</td>
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<td>III. Physical Development &amp; Health</td>
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<td>IV. Language Development</td>
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<td>V. Emergent Literacy</td>
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<td>VI. Mathematical Thinking</td>
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<td>VII. Science &amp; Technology</td>
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<td>VIII. Social Studies</td>
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<td>IX. Creativity &amp; Aesthetics</td>
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In the following tables the Arkansas Early Learning Standards are listed with the Domain Component, Learning Goals, Indicators and examples of opportunities in the ELLC to align with the Standards. Additionally, a reference column for ELLC Professional Development objectives that align with the Arkansas ELS is provided. See Appendix for an example of an ELLC 3-Day Institute with learning objectives.
## Domain: Social and Emotional Development (Preschool)

<table>
<thead>
<tr>
<th>Domain Component</th>
<th>Learning Goals</th>
<th>Indicators</th>
<th>ELLC PD Appendix B See:</th>
<th>ELLC Alignment: Opportunities &amp; Examples</th>
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</thead>
</table>
| **SE1** Relationships with others | SE1.1 Forms trusting relationships with nurturing adults | Participates in longer back-and-forth interactions with adults to share experiences; imitates adults’ actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities | Read ELLC Book A, page 3, The Social Skills and Language Connection & ELLC Goals, page 9 Module II, Part 2A Appendix “Guiding Principles” #3 | • Unit 12 with a key concept of “home” provides specific opportunity to learn home addresses.  
• Unit 1 specifically targets feelings with numerous learning opportunities  
• In Book B, Unit 6, page 313, children read and discuss families, caregivers |
| | | Takes greater initiative in social interactions and begins to show interest in familiar adults’ feelings, preferences, and well-being | | |
| | | Separates from primary caregivers with minimal distress when with other familiar and trusted adults* | | |
| SE1.2 Interacts with peers | Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time | Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys) | Module I, Part 1 Module II, Part 6 Module II, Part 7 | • Since the first unit is entirely focused on same/different in people and self, activities are plentiful for children to learn about others and develop relationships and friendships—the curriculum targets vocabulary in each unit so that descriptive words and action words are taught in context as well as people-pleasing talk  
• The Dramatic Play Center is open in each unit. Children use dramatic play skills as they engage with other children. (e.g., Unit 11, Book B, page 403, children design and work cooperatively in a pretend Post Office setting)  
• In the Small Phonological Group, children collaborate to make an alliteration chart with teacher guidance  
• In Circle Time G, Unit 16, Book B, page 481 – “Who took the farmer’s hat” game children take turns and ask questions as they try to find out who took the old brown hat.  
• In Shared Storybook Reading, Unit 19, Book B, in the related book, Hey, Little Ant there is a problem the children must solve  
• In the same Unit 16, Circle Time F, children vote on whether or not to squish the ant (solve a problem, take turns) |
| **SE2** Emotional expression and understanding | SE2.1 Experiences, expresses, and regulates a range of emotions | Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others | | • Management of children’s behavior including talk about consequences of behavior is part of the implementation of the curriculum  
• Many group activities give opportunity for successful interaction for all children: circle time, phonological groups, learning centers, snack, meal time and more  
• The curriculum and its training component has a major focus on use of language in all activities including language to control behavior and manage conflict |
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<tr>
<th>Social context and cultural norms*</th>
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<tr>
<td>Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)</td>
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<tr>
<th>SE2.2 Interprets and responds to the feelings of others</th>
<th>Module II, Part 4</th>
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<tr>
<td>Responds sympathetically to others’ distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer’s blanket from their cubby when child notices peer is sad)</td>
<td>▪ Storybook discussion following the story reading includes motivations, characters, feelings</td>
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<td>Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision</td>
<td>▪ Unit 1, Circle Time D, Book B, page 238, a discussion about feelings and emotions, facial and body language that conveys different emotions</td>
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<td>Makes predictions and identifies causes and consequences of others’ emotional reactions with increasing accuracy (e.g., says, “I think the bears will feel scared when they find Goldilocks in their house”; “When I get home from school my little sister is so excited to see me she jumps up and down”);</td>
<td>▪ Unit 5, Book B, page 297, discussion of the book, The Little Old Lady Who Was Not Afraid of Anything. Emotions and feeling are reviewed and questions are asked and answered regarding things children are afraid of and things where they are not afraid.</td>
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<tr>
<th>SE3 Self-awareness and self-concept</th>
<th>Module II, Part 3</th>
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<tr>
<td>SE3.1 Shows awareness of self as unique individual</td>
<td>▪ Unit 1 is titled Same/Different and Feelings, targeting how people are the same and how they are different—focus is on identifying the unique qualities of self and others.</td>
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<tr>
<td>Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of “mine” and “not mine”</td>
<td>▪ Unit 1, Book B, page 237 uses an attributes graph (hair color, eye color, skin color, etc.)</td>
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<td>Recognizes similarities and differences in their own and others’ personal characteristics (e.g., communicates that a peers’ hair color is different than their own, labels self as boy or girl)</td>
<td>▪ Cubbies provide a place for each child’s possessions</td>
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<td>Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., “I’m a fast runner,” “No one else in my family likes fish, but I do”)</td>
<td>▪ Pronouns are targeted in several units in the curriculum</td>
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<td>Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)</td>
<td>▪ A number of the units include a Circle Time where the children get to express their likes. For example, in Unit 17, children vote on their favorite zoo animal; in Unit 12 they note their favorite room in their home; in Unit 3, Circle Time D, Red, Yellow and Green Apples children vote on their favorite apple.</td>
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<tr>
<th>SE3.2 Demonstrates competence and confidence</th>
<th>Module II, Part 3</th>
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<tr>
<td>Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)</td>
<td>▪ Unit 1 is titled Same/Different and Feelings, targeting how people are the same and how they are different—focus is on identifying the unique qualities of self and others.</td>
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<tr>
<td>Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively</td>
<td>▪ Unit 1, Circle Time I, page 239, the teachers leads a discussion about ways to take care of ourselves such as taking a bath, brushing our teeth, etc. and the children act out the activities</td>
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### Domain: Cognitive Development

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<tr>
<th>Domain Component</th>
<th>Learning Goals</th>
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<tr>
<td>CD1. Approaches to learning</td>
<td>CD1.1 Shows curiosity and a willingness to try new things</td>
<td>Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults. Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”). Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging.</td>
<td>Module I, Part 1 &amp; 3 Module II, Parts 4, 5, 6</td>
<td>Opportunities abound for children to try new things. With 11 Learning Centers available (Book A, page 15), children make choices of what they wish to do and are given opportunities to express themselves and to interact with adults and other children. In each of the ELLC components, children are prompted to ask questions and demonstrate interest. Centers are designed to present some challenge to children as well as to connect old and new information. As children work and play together in both large and small groups, the integrated, thematic curriculum provides structure for them to be independent and to interact with others. The activities of the day also give preschool teachers the opportunity to observe children for learning style, best learning mode, problem resolutions, ways a child copes with others and/or challenging environmental issues. Learning centers lend themselves to imagination and pretend activities. Daily shared storybook reading (see Book A, page 13) provides opportunity for children to interact with the teacher and the book to express ideas and opinions. Books create the opportunity to ask questions, use imagination, exhibit a sense of humor and sustain attention. Daily Circle Time (see Book A, page 11) promotes imagination and creativity and working with others to solve problems.</td>
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<td>CD1.2 Shows persistence in approaching tasks</td>
<td>Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)</td>
<td>Module I, Part 1 Module II, Part 5 &amp; 6</td>
<td>Small phonological awareness groups (Book A, page 14) provide children with challenges as they participate in listening and talking about the sounds of the language and they persist in activities that build self-confidence.</td>
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| CD2. Executive Function | CD2.1 Focuses and sustains attention | Module II, Parts 3,4,5,6 | Within each of the four key components (Shared Storybook, ELLC Circle Time, Small Phonological Awareness Groups and Learning Centers) children learn to focus and sustain attention:

1. **Shared Storybook**
   - Children learn to attend and participate during interactive reading, they take turns, learn story structure (setting, characters, episodes), learn grammar of the language, learn to ask and answer questions, learn to shift attention and ignore distractions

2. **ELLC Circle Time**
   - Children learn to attend and sustain focus in Circle Time through activities designed to engage attention, for example, teachers present information through varied techniques such as: voting, graphing, listing, categorizing, show and tell, group discussions, children’s dictation, creating projects, etc.

3. **Small Phonological Awareness Groups**
   - Children learn a small group routine and extend their focus as they practice and learn about the sounds of the language. This key component requires the most mental focus of any activity during the day. During professional development, teachers learn to scaffold, to assist children in engaging and focusing on the smallest unit of speech, the phoneme.

4. **Learning Centers**
   - Centers are designed to contain materials and activities integrated with the concepts of each thematic unit. Integrating a concept across the curriculum day provides children with development of schema and scripts, connects old with new information, and enhances interest and mental capacity. Children have opportunity to create and explore and to learn to focus to complete projects or activities.

- Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task.
- Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake).
- Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions.
- Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground).
- Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story).
- Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver).

In Learning Centers during play, children play for longer periods of time and persist in activities. For example, in the Create-A-Book center children like to complete the project. (see Book A, page18)

Adult-child and child-child **Interaction** is one of the four tenets of the ELLC (see Book A, page 8).
| CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts | Module I, Part 1  
Module II, Part 7 |
|---|---|
| Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver’s hat)  
Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults  
Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses “outside voice” when on playground, but uses “walking feet” and “inside voice” in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)  
Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during “Simon Says”; sorts objects by color and then by shape when prompted) | Social and instructional routines are evident throughout the day in an ELLC classroom. Social routines give children structure so that they can plan by knowing and anticipating what is next on their schedule. Visual schedules are suggested and teaching routines for interaction during play and during the four key components.  
Routines and rules are clearly articulated as the curriculum is implemented.  
Ideas for transition are suggested throughout the curriculum.  
Opportunities for shifting between directions and following directions during activities occur across the curriculum. Examples include ELLC Circle Time activities in which children have and opportunity to take turns to follow directions (e.g. Book B, Unit 5, children locate and place pumpkins based on several different prepositions—in, n, behind, in from, beside, etc.)  
In each Unit in Book B, there are opportunities for Themed Art in addition to Open Art designed by an Occupational Therapist and a Speech-Language Pathologist to assist children with fine motor coordination and to follow directions while completing a project. |
| CD2.3 Regulates impulses and behaviors | Module II, Parts 1, 8 and 9 |
| Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)  
Shows increasing understanding of phrases like “later” and “after lunch” and ability to comply with requests that involve waiting (e.g., “Eat your snack and then we’ll play with cars.”)  
Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity) | The ELLC progress-monitoring checklists and the Learning Outcome Charts at the end of each unit gives the teacher direction in developing social and behavioral objectives and adjusting instruction to assist children in regulating behavior (see the progress-monitoring checklist for Social Skills (Book A, Page 197) and see an example of a Learning Outcomes Chart for Unit 8, Book B, Page 359). |
| CD2.4 Holds and manipulates information in memory | Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)  
Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)  
Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult support  
Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support  
Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)  
Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)  
Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)  
Tells some details about stories or personal experiences with adult support and modeling | Module II, Parts 3, 4, 6 | In each ELLC Thematic Unit, there are numerous opportunities for children to develop and demonstrate memory for stories and routines and to follow directions. Examples are:  
- Show and Tell  
- Dramatizing story books in dramatic play center  
- Finger plays and songs (e.g. Book B, Unit 16, Page 479)  
- Reporting on field trips through picture charts and dictation of memories (e.g. Book B, Unit 15, Page 465, ELLC Circle Time J. The day following a field to a transportation site, children sequence pictures of the field trip to create a book.)  
- Making lists (e.g. Farm Chores list in the Dramatic Play Center, Book B, Unit 16, p. 486)  
- Talking Tips in each unit (e.g. Book B, Unit 20, page 546) which prompt memory and following instructions. |
| CD3 Logic and Reasoning | CD3.1 Uses reasoning and planning ahead to solve problems and reach goals | Module I, Part 1 Module II, Part 2A | In ELLC classrooms, teachers facilitate talk and conversation. The ELLC Institute provides practice and instruction in utilizing techniques to elicit and expand child talk in conversation, asking and answering questions, and talking about processes and how to solve problems. The ELLC uses a system throughout the day to support children's planning and evaluation of their play and work. Known by the acronym PIES (Prepare, Interact, Evaluate, Summarize), children learn to analyze and plan ahead, for example, by preparing and planning which learning center they will choose. Interacting with materials, children, or teachers in their chosen learning center. evaluating whether their play is progressing as planned and adjusting, if needed, with or without teacher assistance; and summarizing by telling about how their plan progressed. |
| --- | --- | --- | |
| Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence | Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf). Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper). Talks out loud to self (self-talk) during play (e.g., says “I need all the red pieces. Here’s another one...doesn’t fit...turn it this way” while putting together a puzzle; “I’m the mommy, so I’m going to feed the baby then go to work” while playing alone in the dramatic play area). Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says “Tell me when you’re finished at the computer so I can have a turn.”). | |
| CD3.2 Engages in symbolic and abstract thinking | Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers. Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let's pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions. | Module II, Part 6 | In the Dramatic Play Center, children have many opportunities to participate in symbolic play: Book B, Unit 15, Transportation: Children pretend to travel by airplane, bus, train, etc., and to act out roles of pilot, flight attendant, steward, ticket agent, etc. In the Art Center, children plan by making tickets, maps for travel, etc. Book B, Unit 4, Shapes and Grocery Stores: Children set up a grocery store and pretend to be workers in the store. Book B, Unit 7, Cookies and Smells: Children recreate the Gingerbread Man story. |
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**Page 9 of 30** 2019 Emerging Language & Literacy Curriculum Alignment with Arkansas Early Learning Standards
| Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message | Module II, Part 2B |
| Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings | The ELLC classroom is print-rich and children and taught that what they say may be written down through dictating thoughts, ideas, and experiences to teachers. An example is in Book B, Unit 13, Size/Order, Circle Time D, Story Structure. The teacher prints what the children say about who the characters are, what the characters did, and when they did it the Unit storybook. The teacher prints the children’s responses on chart paper and displays in the room. |
# Domain: Physical Development & Health

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<thead>
<tr>
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| PH1. Gross Motor | PH1.1 Demonstrates locomotor skills | Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)  
Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet  
Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet  
Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements  
Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease | Module II, Part 3  
Module II, Part 8  
Progress Monitoring Checklist | • Suggested room arrangement requires children to move about the classroom  
• Periods of time are devoted to large movement as children play each day, both indoors and out  
• Several units provide gross motor skill development (e.g. walk like an elephant [and or other animals], swing like a trapeze artist, pretend ice skate, etc.)  
• Play occurs on equipment that promotes gross motor development (e.g. balance beams, tricycles, swings, etc.)  
• Units have activities during Circle Time that concentrate on gross motor movements. For example, Unit 10, Book B, page 379 children act out the activities in the main book (i.e., snow angels). In the same unit, Circle Time A has children using different types of movements to make footprints on a paper path. |
| PHI.2 Shows stability and balance | Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)  
Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)  
Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence | Module II, Part 3  
Module II, Part 8  
Progress Monitoring Checklist | • In Unit 2, Book B, Circle Time J, Color Toss Game, children stand behind a masking tape line and toss bean bags into a container.  
• Children coordinate complex movements in Circle C, Book B, Unit 5. Children act out the movements when reading “The Little Old Lady…,” “—clomp, clomp, wiggle, wiggle…”  
• In Unit 17, Book B, Circle Time F, “If I Were” song, children sing a song adding actions, such as, slither like snakes, stomping, hopping, etc. |
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<th>PHI.3 Demonstrates gross-motor manipulative skills</th>
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<td>Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing.</td>
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<td>Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river” made from two ropes taking off with one foot and landing on the other).</td>
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<td>Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space.</td>
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<td>Catches balls or other objects of any size with both hands, with arms bent.</td>
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<tr>
<td>Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed.</td>
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<tr>
<td>Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through.</td>
</tr>
<tr>
<td>Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim.</td>
</tr>
<tr>
<td>Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it.</td>
</tr>
<tr>
<td>Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs.</td>
</tr>
<tr>
<td>Many of the themes lend themselves to movement, e.g., unit 2 on the circus provides excellent opportunities for children to walk like elephants, move like acrobats, swing like trapeze artists, etc. These activities improve body, spatial and temporal awareness.</td>
</tr>
<tr>
<td>In Unit 2, Book B, Circle Time J, Color Toss Game, children stand behind a masking tape line and toss bean bags into a container.</td>
</tr>
</tbody>
</table>
| PH2 Fine Motor | PH2.1 Demonstrates fine motor strength, control, and coordination | Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)
Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)
Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles
Manipulates more complex fasteners (e.g., threads belt through loops on pants, attempts to tie shoes) | Module II, Part 8 Progress Monitoring Checklist
- Daily physical activity is offered for children
- Play equipment is provided in most preschool programs to allow children to develop strength
- The curriculum activities encourages active engagement
- Fine motor tasks are used during most learning centers (e.g., construction, art, language & literacy, create-a-book, math/science) as small objects are manipulated and tools such as magnetic letters are used for learning |

| PH2.2 Adjusts grasp and coordinates movements to use tools | Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*
Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals
Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)
Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures
Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser | Module II, Part 6 & 8
- ELLC training emphasizes high levels of adult-child interactions and responsiveness to child engagement
- During Learning Center time in the ELLC, use of tools children can manipulate are in the following centers: Art Center, Create-a-Book Center, Writing Center, Tactile Center, Technology Center and Construction Center. The purpose of themed art in each unit is to provide children eye-hand practice, practice in crossing mid-line of the body and improve control of the small muscles in children’s hands. These activities were designed by an Occupational Therapist for the necessary motor skills and there was input from a speech-language pathologist for following directions.
| PH3 Health and Well-being | PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices | Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about food

Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)

Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)

Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious

| PH3.2 Shows awareness of safe behavior | Identifies, avoids, and alerts others to danger and seeks and accepts adults’ help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)

Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded) | • Units such as Cookies & Smells, Apples, and Pumpkins & Sounds as well as other units provide several opportunities for children to explore all senses.
• Unit 4, Book B, Circle Time D, Food Groups, children discuss and sort meats, dairy, vegetables, grains, fruits
• Unit 3, Circle Time D, Red, Yellow and Green Apples. Children taste a variety of apples, discuss the taste and vote on their favorite
• Unit 21, Gardening, Circle Time C, children discuss planting a garden and in Circle Time D children taste a variety of vegetables and talk about how each vegetable tastes and the texture of each vegetable.
• Several ELLC Circle Time plans and Optional plans include making healthy snacks
• Unit 4, Shapes & Grocery Stores includes discussion and opportunities for children to learn about healthy food choices and food groups

|  |  | • Daily activities include opportunities for safety instruction in use of materials
• Unit 14, Transportation, e.g., provides safety rules for vehicles and streets |
<table>
<thead>
<tr>
<th>PH3.3 Engages in a variety of developmentally appropriate physical activities</th>
<th><strong>Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, &quot;Now the teacher’s going to call names to make sure we’re all here.&quot;)</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring</strong></td>
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<tr>
<td>Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)</td>
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<td>Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)</td>
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<tr>
<td>- ELLC offers all of the opportunities for developmentally appropriate activities</td>
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<td>- Teachers are encouraged to create physical games and relays for children during outside time</td>
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<thead>
<tr>
<th>PH3.4 Takes appropriate actions to meet basic needs</th>
<th><strong>Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)</strong></th>
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<tr>
<td>Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults</td>
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<td>Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)</td>
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<td>Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling</td>
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<tr>
<td>- Unit 1, Circle Time I, Taking Care of Myself, children act out activities in daily living, e.g., taking a bath, washing hands, brushing teeth.</td>
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<td>- Unit 9, Circle Time E, Dressing with prepositions game, children practice putting on hats, putting on gloves, socks, mittens, etc. In the same Unit, Circle Time G, Zip, Snap and Button, children compare fasteners and practice the task</td>
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<td>- Unit 9 in Tactile Center, children dress dolls in winter clothing</td>
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<td>- Children are routinely engaged in hand washing, toileting</td>
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## Domain: Language Development

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<tr>
<th>Domain Component</th>
<th>Learning Goals</th>
<th>Indicators</th>
<th>ELLC PD See:</th>
<th>ELLC Alignment: Opportunities &amp; Examples</th>
</tr>
</thead>
</table>
| LD1 Receptive Language | LD1.1 Understands and responds to language (in child’s home language) | Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)  
Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions  
Follows one- or two-step directions that involve familiar experiences or objects (e.g., “Pick up the ball and roll it to me,” or “Dame la mano” [*“Give me your hand” in Spanish for dual language learners]*)  
Follows increasingly more detailed, multi-step directions (e.g., “Please put away your markers, put your picture in your cubby, and join us on the carpet”) | ELLC PD  
See: | ELLC units provide learning opportunities in comprehension, vocabulary, word order, word endings, social talk, narrative and conversation for oral language development.  
ELLC has 11 Learning Centers open every day for the entire class they include opportunities:  
- in Dramatic Play Center, Construction Center, Art Center, e.g., to represent feelings and ideas  
- In Circle Time music, finger plays, songs are included  
- After Shared Story Book Reading, children are encouraged to dramatize the story |
| LD2 Expressive language | LD2.1 Uses increasingly complex vocabulary, grammar and sentence structure (in child’s home language) | Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions  
Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses  
Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases* in a sentence)  
Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words | During Shared Story Book, Learning Centers, Phonological Awareness and Circle Time children are encouraged to:  
- listen to novel language including new vocabulary and new sentence structure; consequently, children learn new ways to verbally express themselves  
- listen and participate in group communication and discussion  
- listen, tell and retell stories and perform stories  
- participate in conversation, discourse, question forms, response to questions, with and without prompting & coaching  
- process new vocabulary in each unit and language forms in each unit  
- listen for general awareness of sounds in the environment, sounds of speech  
- Strategies taught for following directions  
- Structure of conversation is targeted in ELLC teacher training e.g., opening a topic, maintaining a topic, repairing breakdowns, closing a topic  
- Turn taking in activities and conversation takes place in each key component  
- ELLC is sensitive to dual language learners |
<table>
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<tr>
<th>LD3 Communication Skills</th>
<th>LD3.1 Communicates using social and conversational rules</th>
<th>Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges**), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics. With support and reminders, uses social rules of language*** with increasing consistency and ability to apply rules in both familiar and unfamiliar settings.</th>
<th>• Vocabulary development is a target in the ELLC. Each unit presents 20 new vocabulary words based on story books, key concept for the thematic unit, talk during circle time and during learning centers. • Language of instruction is used in phonological groups and across the curricular day. Instruction of vocabulary is both implicit and explicit and takes place in naturalistic activities where vocabulary is in context. • Best practice, research-based methods are utilized in teaching new words (e.g., Beck &amp; McKeown). Additionally, dialogic reading practices are employed during reading. • Certain syntactic structures are also targeted in the ELLC in each unit (e.g., question forms, compound sentences, comparatives, adjectives, tense).</th>
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<tbody>
<tr>
<td>LD4 English Language Development</td>
<td>LD4.1 Demonstrates progress in attending to, understanding and responding to English</td>
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<td></td>
<td>LD4.2 Demonstrates progress in speaking and expressing self in English</td>
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## Domain: Emergent Literacy

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<tr>
<th>Domain Component</th>
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</tr>
</thead>
</table>
| **EL1 Engagement in literacy experiences and understanding in stories and books** | EL1.1 Shows interest in literacy experiences | | | - All learning centers in the ELLC have books appropriate to the theme and to the center  
- Reading Center, Circle Time, Storybook Readings offered each day  
- Discussion of book handling at Circle Time and during shared storybook reading  
- Book readings are repeated at least 4 times during the 2-week unit and children enter into the reading as they learn the books  
- Discussion of pictures, making predictions about the book  
- Story structure is stressed in book readings  
- Common environmental print is around the room  
- Language & Literacy Center contains magnetic alphabet letters  
- Labels on furniture and objects in room  
- Phonological awareness groups consistent with the recommendation of the National Early Literacy Panel and current evidence based techniques are conducted 2 times a week in small groups  
- Rhyming games, stories, vocabulary games introduced  
- Sounds are targeted in the phonological groups  
- Phonological awareness is infused into the curricular day in varying activities |
| | Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play  
Pretends to read, describing what is happening and using some language from the book with pictures as cues  
Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships  
Demonstrates knowledge from informational texts* in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, “We learned in that other...” | | | }
| EL2 Phonological Awareness | EL2.1 Notices and manipulates the sounds of language | All learning centers are equipped with writing utensils and paper, notebooks
| | Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)
| | Decides whether two words rhyme
| | Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”)
| | Shows awareness of separate words in sentences
| | Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language)* with decreasing need for modeling or visual supports
| EL3 Knowledge and use of books, print and letters | EL3.1 Responds to features of books and print | Writing center provides tools & materials
| | Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills
| | Knows some features of a book (e.g., title, author, illustrator)
| | Shows understanding that print carries a message and can represent spoken language
| | Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)
| EL3.2 Shows knowledge of the shapes, names and sounds of letters | Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.
| | Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)
| | Recognizes and names an increasing number of letters correctly, especially those in own name
| | Produces the correct sounds for an increasing number of letters
| | Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks “How do you spell fish?”)
<table>
<thead>
<tr>
<th>EL3.3</th>
<th>Demonstrates emergent writing skills</th>
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<tbody>
<tr>
<td></td>
<td>Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas</td>
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<td></td>
<td>Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces</td>
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<tr>
<td></td>
<td>Writes an increasing number of letters correctly, especially those in own name</td>
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<td></td>
<td>Writes first name with or without mistakes*</td>
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<td></td>
<td>Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)*</td>
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</tbody>
</table>
## Domain: Mathematics

<table>
<thead>
<tr>
<th>Domain Component</th>
<th>Learning Goals</th>
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<th>ELLC Alignment: Opportunities &amp; Examples</th>
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</table>
| **MT1 Number concepts and operations** | MT1.1 Demonstrates number sense and an understanding of quantity | - Shows interest in counting and cardinality  
- Participates in experiences that involve counting  
- Develops an increasing ability to rote count in sequence  
- Counts objects with understanding | Each ELLC Unit provides math experiences in counting:  
- Unit 3: "Five Little Apples Finger Play" counting with *Ten Apples on Top*: Talking Tip: sequencing concepts; sort, compare, and graph; numbers matching; apple fractions  
- Unit 10: "The Five Snowmen Finger Play"; snowball counting  
- Unit 16: Math and Science Center: counting chicks; reading the number on the chick  
- Unit 17: Math and Science Center: count stripes or spots on animals and match the counted number to the written numeral | - Unit 14: target prepositions: up, down, around and out (unit literature & activities)  
- Unit 15: target prepositions: under, over, on, off (unit literature & activities)  

Math/Science Center is stocked with materials and activities that relate to number and comparison (e.g., games, manipulatives in a variety of sizes, shapes, colors; balance scales). Writing instruments are in all 11 Centers as well as paper materials so children can practice writing numbers and letters. |
|               |                | - Uses language to compare number (e.g., more/less, greater/fewer, equal to) |                |                |
|               |                | - Names how many there are in a group (up to five objects)  
- Uses one-to-one correspondence when counting objects  
- Uses one-to-one correspondence to compare the size of a group of objects |                |                |
|               |                | - Writes some numerals  
- Matches numeral with quantity |                |                |
|               |                | - Combines and names how many  
- Separates and names how many |                |                |
|               |                | - Small Phonological Groups: sound patterning is a regular activity as patterning is a critical foundation to algebraic thinking  
- Patterning by color, shape, size, number occurs across the curricular units (e.g., Unit 10: snowball patterning)  
- Academic language is stressed in each unit and vocabulary of instruction is part of the teaching routine.  
- Circle Time and Learning Centers include math operations. Through teacher guidance, children develop math concepts. |                |                |
### Domain Mathematics

#### Number and operations in base ten
1. Uses language to represent number
   - Combines and names how many
   - Separates and names how many

#### Measurement and data
1. Makes comparisons
   - Compares objects using measurable features
   - Describes measurement
   - Orders three or more objects according to length or size differences

2. Collects, organizes and displays information (charting and graphing)
   - Asks questions to gather information
   - Sorts and classifies objects into groups
   - Explains how the grouping was done

3. Explores ways to measure
   - Measures using objects

#### Geometry
1. Investigates positions and locations
   - Takes objects apart and puts them together
   - Uses actions and words to indicate position and location
   - Uses actions and words to indicate movement and orientation

2. Explores shapes in the environment
   - Investigates and talks about the characteristics of shapes
   - Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials
   - Identifies and names some shapes
   - Indicates if shapes are alike or different using

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ELLC Units provide instruction and practice in measurement and data analysis:
- Unit 13 key concept is “size and order”: measuring of heights of children; measure papa bear, mama bear, and papa bear sizes using comparative language terms (e.g. taller, shorter, bigger, smaller, etc.)
- Unit 10: making a snowman using small, medium, and large circles
- Unit 3: math/science center provides weight measurement and counting
- Unit 16: compare weights of sand and soil using a scale
- Unit 9: sort warm and cold weather clothing

Materials in the Math/Science Center include: graph paper, rulers, measuring tapes, magnifying glasses, scales

Circle Time includes small group investigation of measurement and comparison of measurement
- Unit 4 key concept is “shapes”: graphing by taste
- Unit 14: Transportation Survey Chart (charting different types of transportation)
- Unit 13: “Hide and Seek” Circle Time activity: children find and sort small, medium, large objects
- Unit 13: Sorting small, medium, large; categorizing into long and short (Math Center)
- Unit 1: attributes graph
- Unit 17: Circle Time: Zoo animal voting: children vote for their favorite animal and the number is charted. Children help count votes to compare.

Learning Centers that are important to development of geometric thinking are: construction center, tactile center, math/science center, create-a-book center, writing center and art center

Words of position (prepositions) are included in each ELLC unit with corresponding activities for children to hear and use vocabulary to express concepts of geometry.
## Domain: Science & Technology (Preschool)

<table>
<thead>
<tr>
<th>Domain Component</th>
<th>Learning Goals</th>
<th>Indicators</th>
<th>ELLC PD</th>
<th>ELLC Alignment: Opportunities &amp; Examples</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>The following units concentrate on science: Apples; Pumpkins &amp; Sounds; Nature Walks; Cookies &amp; Smells; Snow; Gardening; Insects; Ocean</td>
</tr>
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</table>

1. ELLC provides opportunities for children to explore science concepts:
   - Unit 10 (snow); Unit 21 (gardening); unit 22 (ocean)
   - Within each unit are numerous activities that promote learning in the physical sciences e.g. Apples Magnified (Unit 3, p. 104)
   - Unit 10: ice melting experiment
   - Unit 16: comparing sand and soil using a magnifying glass; compare weights of sand and soil using a scale
   - Unit 22: fiction and nonfiction books about “ocean” are used in shared reading and are placed in each learning center; fiction and nonfiction books for each key concept are available on a changing basis
   - Unit 19: look at ants through a magnifying glass
   - Unit 22: Salty Water experiments: experiment to see if objects float best in salty or freshwater

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1. The following units have themes related to life sciences: Unit 3 (apples); unit 5 (pumpkins); unit 7 (cookies); unit 6 (nature walks); unit 16 (farms); unit 17 (zoo); unit 18 (pets); unit 19 (insects)
   - Within each unit are numerous activities that promote learning in the life sciences and examples follow:
     - Unit 21: Seed Sequencing: children sequence events in planting a garden; Vegetable tasting and voting: children taste a variety of vegetables and vote for their favorite. Selections are charted and discussed.
     - Unit 18: Circle Time-“How to Take Care of a Pet”. Children discuss needs of pets and responsibilities and the teacher writes each child’s suggestion on a chart.
     - Unit 19: Circle Time: “Insect Motions”-children select an insect and show the group how to move like that insect; “Ants Go Marching Song”

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### Domain: Science (continued)

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2.  

### Domain: Science (continued)

1. Unit 13: morning, noon and night (circle time activity)
   - Unit 21: children compare and contrast plants receiving water and light and one that does not and discuss results
   - Unit 21: Vegetable painting-children are provided paints and cut up vegetables and explore the different patterns made by each
   - Unit 21: Dramatic Play Center: The Little Red Hen’s Kitchen-children use garden tools and plant pretend and real gardens
   - Unit 22: Circle Time: Children participate in free art by making a class mural of an ocean. Children may use their own art forms and ideas or use materials provided such as sand and shells
   - Unit 22: Music and Movement: children sing “Waves at the Beach” and create
movements and sing the song
  • Unit 22: In Dramatic Play Center, set up a recycling center

3. •

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### Domain: Social Studies (Preschool)

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<tr>
<th>Domain Component</th>
<th>Learning Goals</th>
<th>Indicators-Preschool (PS)</th>
<th>ELLC PD See:</th>
<th>ELLC Alignment: Opportunities &amp; Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family names are targeted as new vocabulary words</td>
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<td></td>
<td>Each ELLC Unit is based on a key concept providing world knowledge to children.</td>
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<tr>
<td>Family experiences and interactions are targeted</td>
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<td>Each unit addresses concepts that allow for community interaction, e.g., grocer, circus performers, farmers, postmen, construction workers, bus drivers, pilots, engineers, etc.</td>
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<td>Children use equipment on the playground to explore movement, e.g., tricycles, scooters</td>
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<tr>
<td>Construction Center provides erector sets, pulleys, etc.</td>
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<td>Tactile Center provides wind-up toys for water play, etc.</td>
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<tr>
<td>Science Center provides microscope, telescope, etc.</td>
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<tr>
<td>One of the 11 Learning Centers is the Technology Center where children engage with technology, interact with computers and other electronic devices</td>
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## Domain: Creativity and Aesthetics (Preschool)

<table>
<thead>
<tr>
<th>Content Component</th>
<th>Developmental Goals</th>
<th>Indicators-Preschool (PS)</th>
<th>ELLC Goals &amp; Units</th>
<th>ELLC Alignment: Opportunities &amp; Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music and movement</strong></td>
<td>1. Shows interest in music and movement</td>
<td>• Shows visual interest and engagement in surroundings</td>
<td>Goals: 1, 2, 3, 4, 5 Units: 1-22</td>
<td>Music is part of each unit in the ELLC. Circle time is often the venue for music where rhyming songs, jingles, familiar tunes are presented. Music is often accompanied by finger plays and movement. The Listening Center has books on tape as well as music on tape for children to enjoy and explore. Hanukkah</td>
</tr>
<tr>
<td></td>
<td>2. Explores music and movement</td>
<td>• Explores and experiments with a range of media through sensory exploration and using whole body</td>
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<td>• Uses the body to create sounds, move to music and express oneself</td>
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<td>• Uses music and movement to express concepts, ideas or feelings</td>
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<td>• Uses creative art to express thoughts, feelings, experiences, or knowledge</td>
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<tr>
<td><strong>Visual arts</strong></td>
<td>1. Shows interest in visual arts</td>
<td>• Shows visual interest and engagement in surroundings</td>
<td>Goals: 1, 2, 3, 4, 5 Units: 1-22</td>
<td>One of the 11 Learning Centers is the Art Center where a variety of materials are available for children to explore. Create-a-Book Center and the Construction Center offer a variety of materials and activities for children to create and express feelings, concepts, knowledge and thoughts.</td>
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<td>2. Explores visual arts</td>
<td>• Explores and experiments with a range of media through sensory exploration and using whole body</td>
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<td>• Uses a range of materials and media to draw and create pictures of three-dimensional objects</td>
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<td>• Uses creative art to express thought, feelings, experiences, or knowledge</td>
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<tr>
<td><strong>Drama</strong></td>
<td>1. Shows interest in dramatic arts</td>
<td>• Shows visual interest and engagement in surroundings</td>
<td>Goals: 1, 2, 3, 4, 5 Units: 1-22</td>
<td>Units in the curriculum provide a foundation for development of dramatic art through acting out story books (such as Three Bears) and themes (such as Circus)</td>
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<td>2. Explores dramatic arts</td>
<td>• Expresses self through physical action and sound</td>
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<td>• Begins to use representation to communicate</td>
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<td>• Begins to make-believe by pretending</td>
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<td>• Uses dialogue, actions and objects to tell a story or express thoughts and feeling about one’s self or character</td>
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<td>• Uses creativity and imagination to manipulate materials and assume roles in dramatic play or other creative situations</td>
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<td>Children assume roles in acting out books or themes; e.g., in the Circus unit children put on a circus, make and sell tickets, enact a circus with three rings, a ring master, elephants, lions, et. Children pretend to swing on the trapeze, walk on a balance beam, etc. One of the Learning Centers, Dramatic Play, provides opportunities well beyond housekeeping. The Center is changed out every two weeks according to the theme of the unit. This offers varied concepts, materials, costumes, props for children to use in pretend play.</td>
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Appendix A

Guiding Principles for the Emerging Language & Literacy Curriculum (2007)

Principle 1: Children learn best in the natural environment when they are engaged in active, functional learning activities that center on their individual strengths.

Principle 2: Children learn best when they are respectfully perceived as learners and learning is made enjoyable.

Principle 3: Children learn best when they are in a consistent environment that is child-centered and play-based.

Principle 4: Children learn best when they are approached at developmentally appropriate levels in all developmental domains.

Principle 5: Children learn best when consideration is given to family values and cultural diversity and content of learning is meaningful in the home environment where parents can enrich the school curriculum in functional activities.

Principle 6: Children with special needs learn best when a team of professionals and the child’s parents collaborate to develop a thoughtful individual intervention plan, implement the plan as a team, and strive toward common goals that move the child forward to developmentally appropriate levels.

Principle 7: When young children are exposed early in their lives to pre-literacy activities, they learn world knowledge that is critical in later school years.

Principle 8: A language-literacy rich environment is necessary for the development of listening, speaking, reading and writing.

Principle 9: Provided with a language-literacy rich environment, oral language, listening, reading and writing develop interdependently.

Principle 10: Provided with a language-literacy rich environment, oral language, listening, reading and writing develop on a continuum from an early age.

Principle 11: Children learn about literacy through active participation in everyday language and literacy events.

Principle 12: We believe that children with communication disorders and/or other risk factors require specialized instruction in the foundations for later literacy learning.

APPENDIX B
Emerging Language and Literacy Curriculum (ELLC): 3-Day Institute for Certified Teachers
Agenda/Schedule*

Presenters: Certified ELLC Instructors

Day 1: Module I: Philosophy and Foundations

8:00-4:30 Part 1, Model of the ELLC
1. Identify the philosophical approach of the ELLC model
2. State the goals of the ELLC
3. Name the 4 tenets of the ELLC
4. Describe what makes the ELLC a comprehensive curriculum
5. Name and define the 4 key components of ELLC
6. Maintain fidelity to the ELLC

Part 2, Alignment of ELLC with Standards and Preschool Monitoring
1. Discuss the alignment of the ELLC with
   A. State Early Learning Goals/Standards
   B. Head Start Framework
   C. State Learning Standards for ELA, math, science, social studies
2. Explain the State preschool progress monitoring tool
   A. Discuss how the ELLC progress monitoring checklists align with the tool

Part 3, Factors That Influence Child Response to a Curriculum
1. Discuss the universality of the ELLC
2. Name circumstances that could influence response to the curriculum

Module II: Implementing the Emerging Language & Literacy Curriculum

Part 1, Introduction to the ELLC Manual
1. Identify the content and format of the ELLC manual

Part 2, Identify the instructional essentials that promote development in all domains: oral language, print awareness/alphabet, phonological awareness.

Part 2, A. Developing language-rich environments
1. Name the language systems
2. Describe vocabulary selection in the ELLC
3. Describe the instructional sequence for teaching vocabulary
4. Explain the importance of conversations in the classroom

Part 2, B. Developing Print-Rich Environments
1. List elements of a print-rich environment
2. Discuss research and conclusions concerning the benefits of a print-rich environment on emergent reading and writing success of young children
3. Define the meaning of print concepts
4. Plan methods for creating a print-rich environment in an early childhood classroom
5. Discuss the importance of alphabet learning
6. List 5 myths about alphabet

**Part 3, ELLC Circle Time in the ELLC**
1. Identify two circle time activities in the ELLC that promote math learning
2. Identify two circle time activities in the ELLC that promote science learning
3. Identify a method used during Circle Time in the ELLC that promotes print awareness
4. Identify a method used in the ELLC Circle Time that promotes phonological awareness
5. Identify a method used in the ELLC circle time that promotes oral language
6. Review the learning outcomes chart & circle activities for a unit & determine the intention

**Reading assignment in the evening** (Phillips, et.al.)

**Day 2: Module II continued**

**Part 4, Shared Storybook Reading in the ELLC**
1. Identify criteria for book selection, key concepts and developmental targets for the ELLC
2. In one unit, determine target vocabulary selection and 2 ways to promote target words during storybook reading
3. Give a child friendly explanation for vocabulary words
4. Describe what should occur before, during and after in a shared storybook reading
5. Describe dialogic reading methods
6. Given video clips of storybook readings, complete a fidelity form

**Part 5, Phonological Awareness in the ELLC**
1. Identify the purpose of phonological groups in the ELLC Curriculum
2. Identify phonological group objectives for days 1, 2, 3, 4
3. Identify important vocabulary and its significance in phonological groups
4. Identify phonological group dynamics
5. Identify ways to move phonological awareness throughout the instructional day
6. Identify the role of the phonological checklist in authentic assessment

**Part 6, Learning Centers in the ELLC**
1. Identify the 11 learning centers in the ELLC
2. Plan adequate time in the daily schedule for learning center activities and play for children
3. Develop a plan for learning center choice for children
4. Describe teacher/child interaction in the learning centers
5. Given the learning center outcomes chart, identify learning center activities that target language/literacy
6. Explain how to integrate the learning centers with the theme
7. Develop a physical plan for the learning centers
Day 3: Module II: continued

8:00-4:30 Part 7, Unit study, scheduling and lesson plan
1. Discuss the advantage of a team approach
2. Plan a yearly schedule of units.
3. Plan a daily schedule that meets best practice guidelines and includes key elements of ELLC
4. List instructional elements of the ELLC
5. Evaluate and discuss sample ELLC lesson plans

Part 8, ELLC Checklists/progress monitoring/assessment
1. Discuss elements of progress monitoring
2. Contrast authentic and structured assessment using the ELLC checklists
3. Locate and examine each of the ELLC Checklists
4. Describe the checklist items and the scoring practices
5. Discuss ways to complete the checklists in the preschool classroom
6. Assess quarterly record keeping system

Part 9. Using ELLC checklists to inform instruction
1. Discuss ideas concerning use of checklists to inform instruction in the preschool classroom for individual children and/or whole classroom instruction
2. Using the checklists, collapse data across all children to determine whole classroom instructional adjustments
3. Demonstrate use of a progress summary form and/or report card for individual children

Part 10, Parent Involvement
1. Explain the ELLC parent workshops and conferences
2. Discuss ways parent involvement is currently addressed and ways family participation can be increased
3. Discuss components of a portfolio and its value in reporting
4. Describe how parent bulletins enhance parent involvement

Part 11: Planning for Implementation
1. Discuss implementation science
2. State factors in the day-to-day job of implementing the ELLC
3. Complete, analyze, and develop a plan for full implementation of the ELLC by utilizing the Getting Started Implementation Action Checklist

There will be a break each morning, about one hour for lunch each day and a break in the afternoon. The schedule provides 21 hours of training.
*Subject to adjustment if required