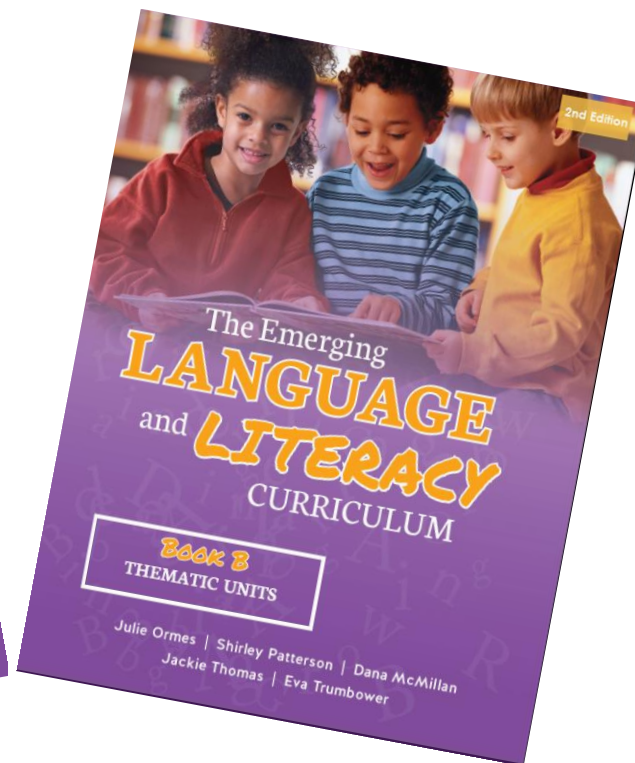
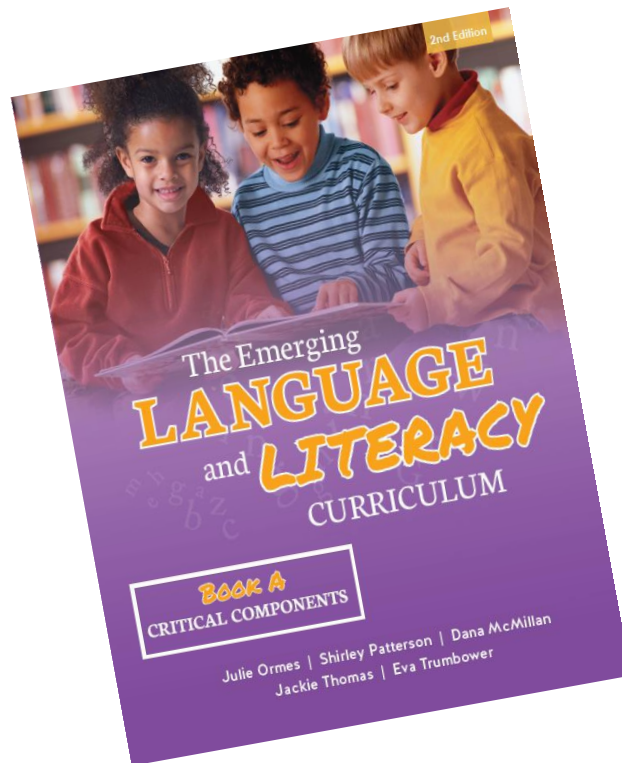


Alignment of  
**Emerging Language & Literacy Curriculum (ELLC)**  
A Preschool Curriculum  
With  
❖  
**Arkansas Early Learning Standards**



## 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 at the end of each unit 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)

Arkansas Early Learning Standards	Emerging Language & Literacy Progress Monitoring Checklists						
Standards	Pre-Academic	Phonological Awareness	Literacy	Oral Language	Motor	Pre-Writing	Social
I. Social and Emotional Development				X			X
II. Cognitive Development	X	X	X	X		X	
III. Physical Development & Health					X	X	
IV. Language Development	X	X	X	X		X	X
V. Emergent Literacy	X	X	X	X		X	
VI. Mathematical Thinking	X			X			
VII. Science & Technology	X			X			
VIII. Social Studies	X			X			X
IX. Creativity & Aesthetics							

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 (PD) objectives that align with the Arkansas ELS is provided. See Appendix B for an example of content for an ELLC 3-Day Institute with learning objectives.

## Domain: Social and Emotional Development (Preschool)

Domain Component	Learning Goals	Indicators	ELLC PD  Appendix B  See:	ELLC Alignment: Opportunities & Examples  ELLC Units provide learning opportunities for children to contribute ideas to play, role play, gain awareness of rules of play, share materials, wait turns, contribute to discussion, engage in social routines
SE1 Relationships with others	SE1.1 Forms trusting relationships with nurturing adults	<p>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</p> <p>Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being</p> <p>Separates from primary caregivers with minimal distress when with other familiar and trusted adults*</p>	Read ELLC Book A, page 3, The Social Skills and Language Connection & ELLC Goals, page 9 Module II, Part 2.A Appendix "Guiding Principles" #3	<ul style="list-style-type: none"> <li>Unit 12 with a key concept of "home" provides specific opportunity to learn home addresses.</li> <li>Unit 1 specifically targets feelings with numerous learning opportunities</li> <li>In Book B, Unit 6, page 313, children read and discuss families, caregivers</li> </ul>
	SE1.2 Interacts with peers	<p>Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time</p> <p>Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)</p> <p>Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)</p> <p>Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance</p>	Module I, Part 1  Module II, Part 6  Module II, Part 7	<ul style="list-style-type: none"> <li>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</li> <li>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)</li> <li>In the Small Phonological Group, children collaborate to make an alliteration chart with teacher guidance</li> <li>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.</li> <li>In Shared Storybook Reading, Unit 19, Book B, in the related book, <i>Hey, Little Ant there is a problem the children must solve</i></li> <li>In the same Unit 16, Circle Time F, children vote on whether or not to squish the ant (solve a problem, take turns)</li> </ul>
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		<ul style="list-style-type: none"> <li>Management of children's behavior including talk about consequences of behavior is part of the implementation of the curriculum</li> <li>Many group activities give opportunity for successful interaction for all children: circle time, phonological groups, learning centers, snack, meal time and more</li> <li>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</li> </ul>

		Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms* 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)		
	SE2.2 Interprets and responds to the feelings of others	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)  Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision  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")	Module II, Part 4	<ul style="list-style-type: none"> <li>• Storybook discussion following the story reading includes motivations, characters, feelings</li> <li>• Unit 1, Circle Time D, Book B, page 238, a discussion about feelings and emotions, facial and body language that conveys different emotions</li> <li>• 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.</li> </ul>
SE3 Self-awareness and self-concept	SE3.1 Shows awareness of self as unique individual	Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of "mine" and "not mine"  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)  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")  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.")	Module II, Part 3	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Unit 1, Book B, page 237 uses an attributes graph (hair color, eye color, skin color, etc.)</li> <li>• Cubbies provide a place for each child's possessions</li> <li>• Pronouns are targeted in several units in the curriculum</li> <li>• 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.</li> </ul>

	SE3.2 Demonstrates competence and confidence	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  Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively	Module II, Part 3	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>
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## Domain: Cognitive Development

Domain Component	Learning Goals	Indicators	ELLC PD See:	ELLC Alignment: Opportunities & Examples
CD1. Approaches to learning	CD1.1 Shows curiosity and a willingness to try new things	<p>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</p> <p>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?”)</p> <p>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.</p>	Module I, Part 1 & 3 Module II, Parts 4, 5, 6	<p>Opportunities abound for children to try new things. With <a href="#">11 Learning Centers</a> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Daily Circle Time (see Book A, page 11) promotes imagination and creativity and working with others to solve problems.</p>
	CD1.2 Shows persistence in approaching tasks	<p>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)</p> <p>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</p>	Module I, Part 1 Module II, Part 5 & 6	<p>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.</p> <p>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)</p> <p>Adult-child and child-child <b>Interaction</b> is one of the four tenets of the ELLC (see Book A, page 8).</p>

		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)		
CD2. Executive Function	CD2.1 Focuses and sustains attention	<p>Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions*</p> <p>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)</p> <p>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)</p> <p>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)</p>	Module II, Parts 3,4,5,6	<p>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:</p> <ol style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
	CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts	<p>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)</p> <p>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</p> <p>Applies different rules in different contexts with</p>	Module I, Part 1 Module II, Part 7	<p>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.</p> <p>Routines and rules are clearly articulated as the curriculum is implemented. Ideas for transition are suggested throughout the curriculum.</p> <p>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.)</p>

		<p>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)</p> <p>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)</p>		<p>In each Unit in Book B, there are opportunities for Themed Art <i>in addition to Open Art</i> 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.</p>
	<b>CD2.3 Regulates impulses and behaviors</b>	<p>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)</p> <p>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.”)</p> <p>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)</p>	Module II, Parts 1, 8 and 9	<p>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).</p>
	<b>CD2.4 Holds and manipulates information in memory</b>	<p>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)</p> <p>Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)</p> <p>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</p> <p>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</p>	Module II, Parts 3,4, 6	<p>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:</p> <ul style="list-style-type: none"> <li>• Show and Tell</li> <li>• Dramatizing story books in dramatic play center</li> <li>• Finger plays and songs (e.g. Book B, Unit 16, Page 479)</li> <li>• 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.)</li> <li>• Making lists (e.g. Farm Chores list in the Dramatic Play Center, Book B, Unit 16, p. 486)</li> <li>• Talking Tips in each unit (e.g. Book B, Unit 20, page 546) which prompt memory and following instructions.</li> </ul>



		<p>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)</p> <p>Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)</p> <p>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)</p> <p>Tells some details about stories or personal experiences with adult support and modeling</p> <p>Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence</p>		
CD3 Logic and Reasoning	CD3.1 Uses reasoning and planning ahead to solve problems and reach goals	<p>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)</p> <p>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)</p> <p>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)</p> <p>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.”)</p>	Module I, Part 1 Module II, Part 2A	<p>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.</p> <p>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</p> <ul style="list-style-type: none"> <li>• preparing and planning which learning center they will choose</li> <li>• Interacting with materials, children, or teachers in their chosen learning center</li> <li>• evaluating whether their play is progressing as planned and adjusting, if needed, with or without teacher assistance;</li> <li>• summarizing by telling about how their plan progressed.</li> </ul>

	<p>CD3.2 Engages in symbolic and abstract thinking</p>	<p>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</p> <p>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</p> <p>Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message</p> <p>Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings</p> <p>With adult support and prompting, engages in thinking that goes beyond the “here and now” (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced)</p>	<p>Module II, Part 6</p> <p>Module II, Part 2B</p>	<p>In the Dramatic Play Center, children have many opportunities to participate in symbolic play:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Book B, Unit 4, Shapes and Grocery Stores: Children set up a grocery store and pretend to be workers in the store.</li> <li>• Book B, Unit 7, Cookies and Smells: Children recreate the Gingerbread Man story</li> </ul> <p>The ELCC classroom is print-rich and children are 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.</p>
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## Domain: Physical Development & Health

Domain Component	Learning Goals	Indicators	ELLC PD  See:	ELLC Alignment: Opportunities & Examples
PH1. Gross Motor	PH1.1 Demonstrates locomotor skills	<p>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)</p> <p>Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet</p> <p>Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet</p> <p>Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements</p> <p>Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease</p>	<p>Module II, Part 3</p> <p>Module II, Part 8 Progress Monitoring Checklist</p>	<ul style="list-style-type: none"> <li>• Suggested room arrangement requires children to move about the classroom</li> <li>• Periods of time are devoted to large movement as children play each day, both indoors and out</li> <li>• 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.)</li> <li>• Play occurs on equipment that promotes gross motor development (e.g. balance beams, tricycles, swings, etc.)</li> <li>• 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.</li> </ul>
	PH1.2 Shows stability and balance	<p>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)</p> <p>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)</p> <p>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</p> <p>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</p>	<p>Module II, Part 3</p> <p>Module II, Part 8 Progress Monitoring Checklist</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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...”</li> <li>• 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.</li> <li>•</li> </ul>

		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		
	<b>PHI.3 Demonstrates gross-motor manipulative skills</b>	<p>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</p> <p>Catches balls or other objects of any size with both hands, with arms bent</p> <p>Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed</p> <p>Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through</p> <p>Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim</p> <p>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</p> <p>Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs</p>		<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>
<b>PH2 Fine Motor</b>	<b>PH2.1 Demonstrates fine motor strength, control, and coordination</b>	<p>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)</p> <p>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)</p> <p>Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles</p> <p>Manipulates more complex fasteners (e.g., threads belt through loops on pants, attempts to tie shoes)</p>	<b>Module II, Part 8 Progress Monitoring Checklist</b>	<ul style="list-style-type: none"> <li>• Daily physical activity is offered for children</li> <li>• Play equipment is provided in most preschool programs to allow children to develop strength</li> <li>• The curriculum activities encourages active engagement</li> <li>• Fine motor tasks are used during most learning centers (e.g., construction, art, language &amp; literacy, create-a-book, math/science) as small objects are manipulated and tools such as magnetic letters are used for learning</li> </ul>

	<p>PH2.2 Adjusts grasp and coordinates movements to use tools</p>	<p>Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*</p> <p>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</p> <p>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)</p> <p>Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures</p> <p>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</p>	<p>Module II, Part 6 &amp; 8</p>	<ul style="list-style-type: none"> <li>• ELLC training emphasizes high levels of adult-child interactions and responsiveness to child engagement</li> <li>• 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.</li> </ul>
<p>PH3 Health and Well-being</p>	<p>PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices</p>	<p>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</p> <p>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)</p> <p>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)</p> <p>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 foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious</p>		<ul style="list-style-type: none"> <li>• Units such as Cookies &amp; Smells, Apples, and Pumpkins &amp; Sounds as well as other units provide several opportunities for children to explore all senses.</li> <li>• Unit 4, Book B, Circle Time D, Food Groups, children discuss and sort meats, dairy, vegetables, grains, fruits</li> <li>• Unit 3, Circle Time D, Red, Yellow and Green Apples. Children taste a variety of apples, discuss the taste and vote on their favorite</li> <li>• 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.</li> <li>• Several ELLC Circle Time plans and Optional plans include making healthy snacks</li> <li>• Unit 4, Shapes &amp; Grocery Stores includes discussion and opportunities for children to learn about healthy food choices and food groups</li> </ul>

<p>PH3.2 Shows awareness of safe behavior</p>	<p>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)</p> <p>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)</p> <p>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, "Now the teacher's going to call names to make sure we're all here.")</p>		<ul style="list-style-type: none"> <li>• Daily activities include opportunities for safety instruction in use of materials</li> <li>• Unit 14, Transportation, e.g., provides safety rules for vehicles and streets</li> </ul>
<p>PH3.3 Engages in a variety of developmentally appropriate physical activities</p>	<p>Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*</p> <p>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)</p> <p>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")</p>		<ul style="list-style-type: none"> <li>• ELLC offers all of the opportunities for developmentally appropriate activities</li> <li>• Teachers are encouraged to create physical games and relays for children during outside time</li> </ul>
<p>PH3.4 Takes appropriate actions to meet basic needs</p>	<p>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")</p> <p>Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults</p> <p>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.")</p>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• Unit 9 in Tactile Center, children dress dolls in winter clothing</li> <li>• Children are routinely engaged in hand washing, toileting</li> </ul>

		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		
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## Domain: Language Development

Domain Component	Learning Goals	Indicators	ELLC PD  See:	ELLC Alignment: Opportunities & Examples  ELLC units provide learning opportunities in comprehension, vocabulary, word order, word endings, social talk, narrative, and conversation for oral language development. Three of the five authors of the curriculum are speech-language pathologists and have expertise in receptive/expressive language development and intervention.
LD1 Receptive Language	LD1.1 Understands and responds to language (in child's home language)	<p>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)</p> <p>Responds to increasingly complex "Who," "What," "Why," and "Where" questions</p> <p>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])</p> <p>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")</p>	Module II Part 2, A, 3, 4, 5, 6, 8	<p>All day, everyday, language abounds in this curriculum. Both receptive and expressive language are taught, scaffolded and facilitated. See Book A, page 33, The Lead Instructor, A Language, Literacy, and Learning Facilitator.</p> <p>Specifically, the "Talking Tips" throughout Units in Book B, are designed to prompt the instructor to facilitate language including "wh" questions, new vocabulary, following directions. See Unit 7, page 331 for an example of a Talking Tip. See also, Unit 4, page 291 for another example.</p> <p>Each unit contains language forms that are targeted in the unit literature and across the key components including "wh" questions and new vocabulary. See Unit 7, page 331, Circle Time G, where targets are "ing" forms of words, "wh" questions and pronouns. Also see, Circle Time I, page 332, Where is the Gingerbread Man? The emphasis is on "wh" questions.</p> <p>Thematic art is designed to stimulate language, facilitate listening skills and provide practice following directions in addition to fine motor development.</p> <p>ELLC has 11 Learning Centers open every day for the entire class. They include opportunities for symbolic play and oral language practice.</p>
LD2 Expressive language	LD2.1 Uses increasingly complex vocabulary, grammar and sentence structure (in child's home language)	<p>Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions</p> <p>Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses</p> <p>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)</p> <p>Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words</p>		<p>During Shared Story Book, Learning Centers, Phonological Awareness and Circle Time children are encouraged to:</p> <ul style="list-style-type: none"> <li>• listen to novel language including new vocabulary and new sentence structure; consequently, children learn new ways to verbally express themselves</li> <li>• participate in group communication and discussion</li> <li>• listen, tell and retell stories and perform stories</li> <li>• 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.</li> <li>• 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.</li> <li>• best practice, research-based methods are utilized in teaching new words (e.g., Beck &amp; McKeown). Additionally, dialogic reading practices are employed during reading.</li> <li>• certain syntactic structures are also targeted in the ELLC in each unit (e.g., question forms, compound sentences, comparatives, adjectives, tense)</li> </ul>



<p>LD3 Communication Skills</p>	<p>LD3.1 Communicates using social and conversational rules</p>	<p>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</p> <p>With support and reminders, uses social rules of language***with increasing consistency and ability to apply rules in both familiar and unfamiliar settings</p>	<p>Module II Part 2, A, 3, 4, 6, 8</p>	<ul style="list-style-type: none"> <li>• structure of conversation is targeted in ELLC teacher training e.g., opening a topic, maintaining a topic, repairing breakdowns, closing a topic</li> <li>• teachers are taught to use “Strive for Five” to focus on 5 exchanges and to target conversational skills</li> <li>• turn taking in activities and conversation takes place in each key component</li> <li>• participate in conversation, use of question forms, response to questions, with and without prompting &amp; coaching</li> <li>• across the key components, pragmatics, being one of the systems of language, is modeled and coached by teachers through discourse (narrative and conversation) and prosody. For example, in Shared Storybook Reading, the teacher models prosody by reading character voices, stress and intonation; in ELLC Circle Time, classroom discourse is utilized as narratives are told and discussion are used; in Learning Centers children apply social rules in child to child and adult-child conversations; in Small Phonological Awareness Groups children learn to take turns in talking about the targets for the lessons.</li> </ul>
<p>LD4 English Language Development</p>	<p>LD4.1 Demonstrates progress in attending to, understanding and responding to English</p>	<p><i>See Appendix C Brief on the Emerging Language and Literacy Curriculum and Dual Language Learners (DLL)</i></p>	<p>Module I, Part 3, Part 2,A</p>	<p><b>What Are Evidence-Based Practices for DLLs That are Integrated in the ELLC?</b></p> <p>Exemplary practice for effective instruction requires intention, integration, interaction and inclusion to create the most opportunity for children to learn. Research in best practices for DLLs includes vocabulary, comprehension, phonological awareness, writing opportunities, alphabetic principle, print awareness, small group instruction, and parent engagement. There are four key components in the ELLC when evidence-based practices can be applied deliberately and recurrently: shared storybook reading, phonological awareness small groups, ELLC circle time, and learning centers.</p>
	<p>LD4.2 Demonstrates progress in speaking and expressing self in English</p>			

## Domain: Emergent Literacy

Domain Component	Learning Goals	Indicators	ELLC PD See:	ELLC Alignment: Opportunities & Examples
EL1 Engagement in literacy experiences and understanding in stories and books	EL1.1 Shows interest in literacy experiences	<p>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</p> <p>Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)</p>	Module II, Parts 2, A & 2B, 4,6,8	<p><b>Literacy development includes: graphic/pre-writing, book orientation, print awareness, alphabet knowledge, story structure. Phonological Awareness knowledge and skills includes general awareness of speech sounds, memory for word patterns, rhyming awareness, phonemic awareness and sound manipulation</b></p> <ul style="list-style-type: none"> <li>Each ELLC Unit has a main, related, and rhyming book that represents the key concept of the unit. A variety of genres are represented.</li> <li>Reading Center, ELLC Circle Time, Storybook Readings occur each day</li> <li>All learning centers in the ELLC have books appropriate to the theme and to the center. ELLC recommends seven books per child be distributed among the eleven learning centers</li> <li>Writing materials are in each Learning Center to encourage the children in developmental writing and communicating to a purpose</li> </ul>
	EL1.2 Engages in read-alouds and conversations about books and stories	<p>Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences</p> <p>With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experiences</p> <p>Pretends to read, describing what is happening and using some language from the book with pictures as cues</p> <p>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</p> <p>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 book that owls stay awake at night and sleep during the day.")</p>	Module II, Parts 2, A & 2B, 4,6,8	<ul style="list-style-type: none"> <li>The ELLC key component, Shared Storybook Reading, occurs daily</li> <li>Dialogic reading is the reading method of choice in the ELLC classroom. Dialogic reading is like having a conversation around a book. Children ask and answer questions, make predictions, relate information, discuss pictures, connect books to their own experiences and to other books.</li> <li>In Shared Storybook Reading, ELLC uses a before, during, and after reading process. Before reading, two or three of the unit vocabulary words are introduced with a child-friendly explanation, predictions about the book are encouraged, and book-handling and book-parts are demonstrated; during reading, dialogic reading prompts (CROWD) are used to promote engagement and discussion; and after reading, children may retell the story (narrative), identify the parts of the story (story structure-characters and motivation, setting, problem, etc.), and/or dramatize the story, for example.</li> </ul>
EL2 Phonological Awareness	EL2.1 Notices and manipulates the sounds of language	<p>Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)</p> <p>Decides whether two words rhyme</p>	Module II, Part 5,8	<ul style="list-style-type: none"> <li>Small Phonological Awareness Groups (PA 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 (5 or fewer children).</li> </ul>

		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		<ul style="list-style-type: none"> <li>The schedule of PA groups is: Day 1-Alliteration; Day 2-Rhyming (rhyming and onset-rime); Day 3-Review and Syllable Level; Day 4-Higher Level segmenting, blending, and manipulating skills</li> <li>In ELLC, PA Groups are designed to be developmentally appropriate, explicit, systematic, and cumulative</li> <li>Vocabulary of instruction is utilized in the groups and children learn and use the words (e.g. syllable, alliteration, segment, blend, rhyme)</li> <li>The concepts and skills introduced in the 4 days of PA Groups are cycled so that the targets are recurring and so that children new to the classroom can experience all levels of early PA development</li> <li>The groups are designed to be engaging and compatible with the theme of the unit</li> <li>Speech sounds and their connections to letters are targeted in PA Groups</li> <li>Rhyming games and stories are introduced</li> <li>Phonological awareness is infused into the curricular day in varying activities</li> </ul>
EL3 Knowledge and use of books, print and letters	EL3.1 Responds to features of books and print	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)	Module II, Parts 2B, 3, 4, 8	<ul style="list-style-type: none"> <li>In Shared Storybook Reading, ELLC uses a before, during, and after reading process. Before reading, two or three of the unit vocabulary words are introduced with a child-friendly explanation, predictions about the book are encouraged, and book-handling and book-parts are demonstrated. The author, illustrator, title page, front, back, spine of book, where to begin reading, pictures and print, page-turning, etc. are discussed and demonstrated.</li> <li>Discussion of book handling also occurs in ELLC Circle Time</li> <li>During several ELLC Circle Time activities, teachers write to child dictation to demonstrate that what they say may be written down. For example, lists, webs, picture books with captions from field trips, labelling, etc., occur regularly in the classroom day.</li> <li>In Learning Centers, several types of books such as cookbooks, telephone books, and sign-up lists, etc. are included to assist children with learning that print carries a message</li> </ul>
	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?")	Module II, 2B, 8	<ul style="list-style-type: none"> <li>Language &amp; Literacy Center contains magnetic alphabet letters, alphabet puzzles, alphabet books</li> <li>Common environmental print is around the room</li> <li>Labels on cubbies, furniture and objects in room</li> <li>Print of all types is posted around the room</li> <li>In ELLC Small PA Groups, <ul style="list-style-type: none"> <li>-sounds and corresponding letters (letter-sound connections) are introduced on Day 1, Alliteration</li> <li>-sounds are produced and letters are named</li> <li>-both upper and lower case letters are introduced</li> <li>-sorting activities in which children identify objects and their initial sound and match to their corresponding letter occur frequently in groups</li> <li>-Elkonin boxes are used to assist children with segmenting, blending, and manipulating sounds occur and children progress to matching letters to a series of sounds</li> </ul> </li> </ul>
	EL3.3 Demonstrates emergent writing skills	Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas	Module II, Parts 2B, 6, 8	<ul style="list-style-type: none"> <li>ELLC Writing and Create-A-Book Learning Centers are specially designed to encourage developmental writing</li> <li>All ELLC Learning Centers have writing tools and materials to encourage writing</li> <li>Writing is modeled in the classroom (e.g., message boxes, teacher writes to dictation)</li> </ul>

	<p>Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces</p> <p>Writes an increasing number of letters correctly, especially those in own name</p> <p>Writes first name with or without mistakes*</p> <p>Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)*</p>		<ul style="list-style-type: none"> <li>• Staff draws with children, talks about drawings, promotes writing in the Language &amp; Literacy Center</li> <li>• A model of children's names are on cubbies, message boxes, etc.</li> <li>• Name models are placed in Writing and other Centers to promote name-writing</li> <li>• Alphabet is displayed at child eye-level in several Centers</li> <li>• The Pre-Writing Progress-Monitoring Checklist was developed by an Occupational Therapist to help teachers to monitor and assist children across developmental stages of writing</li> </ul>
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## Domain: Mathematics (Preschool)

Domain Component	Learning Goals	Indicators	ELLC PD  See:	ELLC Alignment: Opportunities & Examples ELLC Units provide math experience in sorting, classifying, estimation, prediction, shapes, constructing models, patterning, sequential order, measurement, graphing/charting. Each unit contains math concepts and there is emphasis on math in some units.
MT1. Number Concepts and Operations	MT1.1 Demonstrates number sense and an understanding of quantity	<p>Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range.</p> <p>Names what number comes after another number with decreasing need to count up from one (e.g., When asked, "What comes after four?" Immediately says "Five" instead of "one, two, three, four, five...five!")</p> <p>Identifies place in a series using terms like first, second, last, etc. (ordinality)</p> <p>Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)</p> <p>Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality).</p> <p>Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)</p> <p>Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral "3" in a game)</p>	Module I Part 1  Module II parts 3, 4, 5, 6, 8	<p>Each ELLC Unit provides math experiences in counting, for example:</p> <ul style="list-style-type: none"> <li>• Unit 3: "Five Little Apples Finger Play" counting with <u>Ten Apples on Top</u>; Talking Tip: sequencing concepts; sort, compare, and graph; numbers matching; apple fractions</li> <li>• Unit 10: "The Five Snowmen Finger Play"; snowball counting</li> <li>• Unit 16: Math and Science Center: counting chicks; reading the number on the chick</li> <li>• Unit 17: Math and Science Center: count stripes or spots on animals and match the counted number to the written numeral</li> <li>• Unit 3: Apples, Talking Tip, page 270, sequencing concepts, i.e., first</li> <li>• Unit 5: Pumpkins, Circle D, page 301, fingerplay, i.e. first, second third fourth, fifth</li> <li>• Unit 7: Cookies, Circle B, page 329 How many cookies do we get? Also, Circle H, Cookie voting</li> <li>• Unit 3: Apples, Numbers Matching in Math/Science Center, page 277. Children count small apples to match the number written on a large apple.</li> <li>• Unit 10: Snow, Circle J, Snowball Hunt, children fill egg carton with 'snowballs' placing the snowball in the carton where number are written</li> </ul>

		Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None?”)		
	MT1.2 Explores combining and separating groups (numerical operations)	<p>Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)</p> <p>Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)</p> <p>Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)</p> <p>Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”)</p> <p>Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)</p>		<p>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.</p> <p>Unit 3: Apples, Math/Science center, Activity sort, compare, graph. Children compare apples by color, size and weight</p> <p>Unit 3: Circle F, Apple fractions, page 269, “how many pieces if you cut one time? Two times? Teachers demonstrate and discuss</p>
MT2. Algebraic Thinking	MT2.1 Uses classification and patterning skills	Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting		<p>Sorting, categorizing and patterning occur frequently in the ELLC, especially in Circle Time and in the Math/Science Center, Construction Center, Dramatic Play Centers.</p> <p>Unit 6: Families, Math/Science Center. Leaf Patterns, page 323</p> <p>Unit 7: Cookies, Circle D, Cookie Patterns, page 330 and Circle J, Same/Different Gingerbread Men.</p> <p>Unit 10: Snow, Circle H, page 382, Snowflake concentration game, sort by shape</p> <p>Unit 11: Post Office, Math/Science Center, sort the mail by size and color of envelope</p>

		<p>Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)</p> <p>Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)</p> <p>Recognizes, extends, and replicates simple repeating patterns* (e.g., triangle, square, triangle, square or repeated music verses)</p> <p>Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, _____, green)</p>		<p>Unit 13: Size, Order Circle A, page 431, small, medium, large items are sorted based on size</p> <p>Unit 18, Pets, Math/Science Center, Dog Bone Patterning, complete and extend patterns</p> <p>In Small Phonological Groups in all four instructional days, sorting of phonemes (sounds) occurs frequently, for example:</p> <p>Unit 16: Farms, Day 4, page 479, children sort objects based on the beginning sound.</p> <ul style="list-style-type: none"> <li>• Small Phonological Groups: sound patterning is a regular activity as patterning is a critical foundation to algebraic thinking</li> <li>• Patterning by color, shape, size, number occurs across the curricular units (e.g., Unit 10: snowball patterning)</li> <li>• Academic language is stressed in each unit and vocabulary of instruction is part of the teaching routine.</li> </ul> <p>In shared storybook readings, patterns are often utilized to create emphasis and improve memory (executive function). For example, in Unit 5, Pumpkins and sounds, the story book provides an opportunity for recite a pattern, “clomp, clomp, wiggle, wiggle, clap, clap, shake, shake, etc.”</p>
<p>MT3. Measurement and Comparison</p>	<p>MT3.1 Participates in exploratory measurement activities and compares objects</p>	<p>Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity</p> <p>Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)</p> <p>Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)</p> <p>Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare</p> <p>Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)</p>	<p>Module I Parts 1, 3,4,5,6,8</p>	<p>Materials in the Math/Science Center include: graph paper, rulers, measuring tapes, magnifying glasses, scales, manipulatives in a variety of shape, sizes, colors, weights, lengths, etc., for example</p> <ul style="list-style-type: none"> <li>• Unit 11, Post Office and Beyond, Math/Science Center activity: Weigh and Measure-children pack and weight different types of items in packing boxes</li> <li>• Unit 13, Size/Order, Math/Science Center activity: Measuring-children explore measuring with measuring cups and spoons and count the number of spoonfuls that are needed to fill a cup. A variety of containers are placed in the Center for children to discover more about measurement.</li> <li>• Unit 5, Pumpkins and Sounds, Math/Science Center activity: children weigh and measure pumpkins and gourds</li> </ul> <p>Circle Time includes small group investigation of measurement and comparison of measurement, for example:</p> <ul style="list-style-type: none"> <li>• Unit 13, Size/Order, Circle Time C, Heights, Children measure items that are used to determine height (yardstick, measuring tape, etc.) and use terms of comparison to discuss varying heights</li> <li>• Unit 4, Shapes and Grocery Store, Circle Time J, Weighing Food, Children use a balancing scale to weigh various types of food and compare weight (bunch of bananas, one apple, etc.) and use terms of comparison for heavier and lighter. In addition, they add and subtract items to balance the scale.</li> </ul>

				<p>ELLC Units provide instruction and practice in measurement:</p> <ul style="list-style-type: none"> <li>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.)</li> <li>Unit 10: making a snowman using small, medium, and large circles</li> <li>Unit 3: math/science center provides weight measurement and counting</li> <li>Unit 16: compare weights of sand and soil using a scale</li> <li>Unit 9: sort warm and cold weather clothing</li> </ul> <p>In ELLC Units, children also learn about data collection and analysis:</p> <ul style="list-style-type: none"> <li>Unit 4 key concept is "shapes": graphing by taste</li> <li>Unit 14: Transportation Survey Chart (charting different types of transportation)</li> <li>Unit 13: "Hide and Seek" Circle Time activity-children find and sort small, medium, large objects</li> <li>Unit 13: Sorting small, medium, large; categorizing into long and short (Math Center)</li> <li>Unit 1: attributes graph</li> <li>Unit 17: Circle Time: Zoo animal voting-children vote for their favorite animal and the number is charted. Children help count votes to compare.</li> </ul> <p>Optional Activity example: Page 309, Unit 5, Pumpkins and Sounds-children measure and pour ingredients to make a pumpkin pie; children "make a gate" and cut equal size strips of brown paper. Several Optional Activities (located at the end of each unit) involve measuring for cooking and developing projects.</p>
MT4. Geometry and Spatial Sense	MT4.1 Explores and describes shapes and spatial relationships	<p>Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)</p> <p>Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., "move forward," "put it behind the green car"); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, "if you turn the puzzle piece it will fit")</p> <p>Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part</p>	Module I Parts 1, 3,4,5,6,8	<p>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.</p> <ul style="list-style-type: none"> <li>Unit 14: target prepositions: up, down, around and out (unit literature &amp; activities)</li> <li>Unit 15: target prepositions: under, over, on, off (unit literature &amp; activities)</li> </ul> <p>Examples from ELLC Units:</p> <ul style="list-style-type: none"> <li>Unit 4, Shapes and Grocery Store, Circle Times A and B: Both deal with shapes: shape discussion and attributes of shapes; discussion of foods with different shapes using the Unit Book: Pancakes, Crackers, and children names the shapes and chart them on to a poster board with columns</li> <li>Unit 10, Snow and Snowmen, See Talking Tip for activity that can target prepositions in one, two, and three step directions (into, inside, etc.)</li> <li>Unit 12, Homes, Create-A-Book Learning Center (Page 421), children make a book about the unit book: My Three Little Pigs; see Talking Tips (emphasize the prepositions in, on, behind, and beside as the children tell you where the pig and the wolf are in their story.</li> <li>Unit 10, Snow and Snowmen, Circle Time E, children use circles and other shapes to build and dress a classroom snowman on a bulletin board. The activity teaches children following directions, working as a community, using spatial concepts and language such as, top, bottom, middle, and beside. Number names and size names are also incorporated in the activity.</li> </ul>



		<p>Combines, rotates, flips, and separates shapes to create designs (e.g., using parquet blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square [ + ]) and later in this age range shows increasing ability to predict which shapes might be used to create other shapes</p>		<p>Construction Center in ELLC classrooms contains a variety of shapes and building opportunities, for example:</p> <ul style="list-style-type: none"> <li>• Unit 9, Dressing for Winter, Construction Center-children connect and seal boxes with tape to build an igloo.</li> <li>• Unit 10, Snow and Snowmen, Construction Center-children build snowflakes with foam pieces of different shapes and sizes and connect with toothpicks. When finished, children count the number of foam pieces they use.</li> </ul>
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## Domain: Science & Technology (Preschool)

Domain Component	Learning Goals	Indicators	ELLC PD <b>See:</b>	<b>ELLC Alignment: Opportunities &amp; Examples</b> Science is in every unit of the ELLC. The following units concentrate on science: Apples; Pumpkins & Sounds; Nature Walks; Cookies & Smells; Snow; Gardening; Insects; Ocean. All of these units use books that relate to science.
ST1 Scientific Practices	ST1.1 Engages in the scientific process to collect, analyze, and communicate information	<p>Asks questions, makes observations, and predictions about the world around them with adult support (e.g., “Where snow go?”; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)</p> <p>Asks questions about the world(e.g., “What do plants need to grow?”) and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)</p> <p>Makes increasingly complex observations about objects and events (e.g., notices that outdoor area smells different after rain)</p> <p>Makes predictions about what might happen based on past experience (e.g., “I think that adding yellow paint to blue paint will make green”, “I think the ping pong ball will float”)</p> <p>Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn’t fall down)</p> <p>Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”)</p> <p>With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)</p>	<p>Module I, Parts 1 and 2</p> <p>Module II Parts 1, 3, 6, 8</p> <p>Also: One day workshop, Math &amp; Science in the ELLC (see list of PD for one and two-day workshops)</p>	<p>ELLC provides opportunities for children to explore science concepts.</p> <p><b>See Book B</b> Examples in Learning Center Activities:</p> <ul style="list-style-type: none"> <li>• Unit 10: Snow &amp; Snowmen--Math/Science, page 388, Ice Melting Experiment</li> <li>• Unit 22: Oceans--Dramatic Play, page 581, Recycling; also Tactile Center, page 582, Icy Colors</li> <li>• Unit 19: Insects--Create-A-Book, page 534, My Bug Book; also, Math/Science, page 536, Ant Watch</li> <li>• Unit 20: Camping-Math/Science, page 552, Rock Discovery</li> <li>• Unit 18: Pets—Math/Science, page 520, Magnets</li> </ul> <p>Examples in ELLC Circle Time:</p> <ul style="list-style-type: none"> <li>• Unit 19: Insects, Circle A, List of Insects; also Circle B, Classroom Spider web</li> <li>• Unit 22: Oceans, Circle H, page 577, What Does It Mean To Be Green; Circle I, page 577, Sink or Float; Circle J, page 578, How We Use Water</li> <li>• Unit 21: Gardening, Circle A, page 559, Seed Sequence; also Circle B, page 559-560, Comparing and Contrasting</li> </ul>

<p>ST2 Knowledge of Scientific Concepts</p>	<p>ST2.1 Demonstrates knowledge of core science ideas and concepts</p>	<p>Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions</p> <p>With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)</p> <p>Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, "Windows are clear so we can see through them")</p> <p>Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds can fly and people can't)</p> <p>Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)</p> <p>Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, "The sun made the slide hot!"; notices the shape of the moon changing over time) Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)</p>
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<p>The following units have themes related to <b>life sciences</b>: 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)</p> <p>Within each unit are numerous activities that promote learning in the <b>life sciences</b> and examples follow:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Unit 19: Circle Time: "Insect Motions"-children select an insect and show the group how to move like that insect; "Ants Go Marching Song"</li> </ul> <p>Also within the units are activities that promote learning in the <b>earth sciences (earth &amp; sky)</b>. Examples follow:</p> <ul style="list-style-type: none"> <li>• Unit 13: morning, noon and night (circle time activity)</li> <li>• Unit 21: children compare and contrast plants receiving water and light and one that does not and discuss results</li> <li>• Unit 21: Vegetable painting-children are provided paints and cut up vegetables and explore the different patterns made by each</li> <li>• Unit 21: Dramatic Play Center: The Little Red Hen's Kitchen-children use garden tools and plant pretend and real gardens</li> <li>• 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</li> <li>• Unit 22: Music and Movement: children sing "Waves at the Beach" and create movements and sing the song</li> <li>• Unit 22: In Dramatic Play Center, set up a recycling center</li> </ul>
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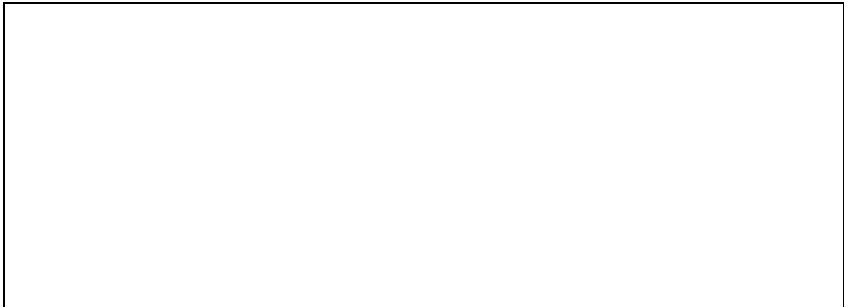
<p>ST3 Knowledge of science content</p>	<p>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials</p>	<p>With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)</p> <p>Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)</p> <p>With adult support describes characteristics that define living things (e.g., breathes, moves, grows)</p> <p>Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)</p> <p>Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, "Animals might get sick if they eat this")</p> <p>Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)</p> <p>Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants moving on the playground and comments, "They're moving around like they're scared"; draws different kinds of leaves in the science center and communicates "This one has round edges, this one has pointy edges.")</p>
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<p>Examples of science content in ELLC Units.</p> <ul style="list-style-type: none"> <li>• Unit 10 (snow); Unit 21 (gardening); unit 22 (ocean)</li> <li>• Within each unit are numerous activities that promote learning in the physical sciences e.g. Apples Magnified (Unit 3, p. 104)</li> <li>• Unit 10: ice melting experiment</li> <li>• Unit 16: comparing sand and soil using a magnifying glass; compare weights of sand and soil using a scale</li> <li>• 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</li> <li>• Unit 19: look at ants through a magnifying glass</li> <li>• Unit 22: Salty Water experiments: experiment to see if objects float best in salty or freshwater</li> <li>• Unit 16, Farms, page 480, Circle Time, F, Where Do Farm Animals Live? (Habitats)</li> <li>• Unit 17, Zoo, page 496, Circle Time C, Zoo Riddles-Animal Attributes</li> <li>• Unit 17, Zoo, Math/Science Center, Categorizing Habitats and Counting Stripes and Spots</li> <li>• Unit 22, Ocean and Ecology, Circle Time H, What Does It Mean to Be Green? And Circle Time J, How Do We Use Water?</li> </ul>
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<p>ST3.2</p> <p>Uses tools and engineering practices to explore and solve problems</p>	<p>Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears) Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems</p> <p>Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)</p> <p>Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)</p> <p>Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)</p> <p>With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes</p>
<p>ST3.3</p> <p>Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play</p>	<p>Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the "office" prop box to pretend to write someone a letter)</p> <p>Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)**</p> <p>Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)</p>

<p>Math/Science Center is stocked with materials, a variety of tools and activities that relate to science content. (e.g., magnifying glasses, balance scales, binoculars, mirrors, flashlights, magnets, ramps, hour glass, kitchen timer, camera, notepads, measuring tools, writing tools).</p> <p>Examples of science tools and activities in ELLC are:</p> <ul style="list-style-type: none"> <li>• Unit 15, Transportation, page 472, Math and Science Center-Airplane Flying (paper airplanes, tape measure, longest and shortest flying times, charting)</li> <li>• Unit 16, Farms, page 488, Math and Science Center-Comparing Sand and Soil (magnifying glass, scale, comparisons of similarities and differences)</li> <li>• Unit 20, Camping, page 562, Math and Science Center-Rock Discovery (Rocks, sandpaper, magnifying glass, scale)</li> <li>• Unit 19, Insects, page 535, Dramatic Play Center-Insect Scientist Laboratory (lab coats (men's white shirts), magnifying glass, plastic insects, notebooks, clipboards, pencils)</li> </ul>
<p>One of the eleven Learning Centers in the ELLC is a Technology Center (see description in Book A, pages 24 and 25).</p> <p>Materials that are suggested for the Technology Center should all be age appropriate and might include: computers, tablets, calculators). Many ELLC classrooms choose to place the Listening Center adjacent to the Technology Center to include recording and listening devices.</p> <p>When children choose Learning Centers, it is suggested that the teacher post a sign-up sheet for the Technology Center to allow for environmental issues including equipment, space, and screen time. Teachers follow the guidelines for screen limitations recommended by the American Academy of Pediatrics (2016).</p>

	<p>Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)</p> <p>Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)</p>
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## Domain: Social Studies (Preschool)

Domain Component	Learning Goals	Indicators-Preschool (PS)	ELLC PD See:	ELLC Alignment: Opportunities & Examples Each ELLC Unit is based on a key concept providing world knowledge to children.
SS1 Family Community and Culture	SS1.1 Demonstrates positive connection to family and community	<p>Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)</p> <p>Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says "Everyone in my family has brown hair")</p> <p>Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., "Gato means cat in Spanish. We speak Spanish at home!"])</p> <p>Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)</p> <p>Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a "daddy" sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor's office)</p> <p>Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)</p>	Module I Part 1  Module II Part 3, 4, 10	<p>In the ELLC, Guiding Principles #5 and #6 focus on family.</p> <p>Each unit addresses concepts that allow for community interaction, e.g., grocery, circus performers, farmers, postmen, construction workers, bus drivers, pilots, engineers, etc.</p> <p>In the ELLC manual, a family curriculum may be found in Book A, page 95, Parents As Partners provides information on home visits, parent conferences, parent workshops and written communication.</p> <p><u>In the ELLC, the following units have a focus on family:</u></p> <p>Unit 1: Same/Different and Feelings</p> <p>Unit 6: Families and Nature Walks</p> <p>Unit 8: Seasonal Celebrations</p> <p>Unit 11: Post Office and Beyond</p> <p>Unit 12: Homes</p> <p><u>In the ELLC, the following units have a focus on Community Workers</u></p> <p>Unit 16: Farms</p> <p>Unit 4: Shapes and Grocery Store</p> <p>Unit 15: Transportation</p> <p>Unit 14: Stores and Shopping</p> <p>Unit 11: Post Office and Beyond</p>

SS2 History and Geography	SS 2.1 Shows awareness of sequence and change over time	<p>Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates “After lunch, we get to read books”) and communicates about events that are increasingly distant from the present (e.g., talks about “When I was a baby...” and makes predictions about future events with adult support)</p> <p>Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., “now/later,” “day/night”, “last time/next time”)</p>	Module II Part 2A	<p>In this age group, children are rapidly learning language. Temporal words are learned in context such as routines. Children’s narratives improve as they have more experiences and practice in expressing themselves.</p> <p>In the ELLC, in each Unit, language forms are taught and they are embedded in the literature read to the children. For example, verb forms for present, past and future are included. Both regular and irregular forms are taught.</p> <p>Talking Tips in the units, as in Unit 9, page 367, focus on concepts such as first, then and before.</p> <p>Unit 1: Size, Order, Circle B, develop a morning, noon, night chart</p>
	SS2.2 Demonstrates simple geographic knowledge	<p>Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)</p> <p>Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)</p> <p>Understands and uses words indicating relative distances (e.g., near, far, close)</p> <p>Shows interest in exploring geography tools (e.g., map, compass)</p> <p>Creates drawings or simple maps of home and other familiar places with adult support</p> <p>Discusses basic geographic concepts and features of environments (e.g., says “We have mountains where we live”; sees a picture of fish and says, “They live in water”)</p>		<p><u>Units that focus on familiar buildings or landmarks (location):</u></p> <p>Unit 11: Post Office and Beyond</p> <p>Unit 14: Stores and Shopping</p> <p>Unit 4: Shapes and Grocery Store</p> <p>In Unit 12, Homes, in a number of the Circle Activities, children construct a house, learn about types of furniture in different rooms of the house, they bring pictures of where they live and discuss the rooms.</p> <p>In Unit 15, Transportation, Circle H, How Could We Get There?, the activity starts with looking at maps</p>



## Domain: Creativity and Aesthetics (Preschool)

Domain Component	Learning Goals	Indicators-Preschool (PS)	ELLCC PD See:	ELLCC Alignment: Opportunities & Examples
CA1 Music and movement	CA1.1 Explores through listening, singing, creating, and moving to music	<p>Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others</p> <p>Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)</p> <p>With adult support demonstrates the foundational components of music, including tempo (e.g. by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch*(e.g. by singing higher and lower notes</p> <p>Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others</p> <p>Expresses self through music by making up songs, changing words to familiar songs, and experimenting with rhythmic patterns</p>		<p>Music is part of each unit in the ELLCC. 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.</p> <p>For example, in Unit 8, Seasonal Celebrations, children learn Kwanzaa songs, Dreidel songs, Hanukkah Lights songs.</p> <p>In Unit 3, Apples, children sing and use motions in the song, The Apple Pie Tree,</p> <p>In Unit 4, Shapes and Grocery Store, Circle G, Shape Walk Musical Chairs, children walk until the music stops and then sit in a chair.</p>
CA2 Visual arts	CA2.1 Explores, manipulates, creates, and responds to a variety of art media	<p>Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, “Can I use the easel when you’re done?”; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, “I’m going to draw daddy,” before starting a project)</p> <p>Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)</p>		<p>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.</p> <p>Art work is displayed around the classroom and on bulletin boards inside and outside the classroom.</p> <p>Art media may include variety of art paper, paint, fingerpaints, paint brushes, sponge, textured balls, sequence, pipe cleaners, fabric, buttons, etc. Book A, page 17.</p>

		<p>With adult support demonstrate the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels)</p> <p>Tells about their artistic creations with increasing detail Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful</p> <p>Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful</p> <p>Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice</p> <p>Communicates with others about art by discussing the ideas behind own art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others</p>	<p>In Unit 15, Transportation, the Tactile Center is set for two activities: 1) salty streets for children to draw in the salt, and 2) painted streets for finger painting activity. Also, in the Construction Center materials are available for children to build a city.</p> <p>In Unit 10, Snow and Snowmen, in the Tactile Center, Insta-Snow is available for children to create snow and snowflake patterns with their fingers.</p> <p>Unit 8, Seasonal Celebrations, the Construction Center is arranged so that children may create a miniature North Pole by constructing with blocks, street signs, etc.</p>
CA3 Drama	CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play.	<p>Explores a variety of themes and roles through play, including real-life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences</p> <p>Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play</p> <p>With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g. can discuss the series of events that take place), character (e.g. can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters)</p> <p>Discusses and expresses appreciation after viewing a performance by older children or a professional group</p>	<p>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)</p> <p>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. For example, in the Gardening Unit, #21, the main storybook is The Little Red Hen. Following reading of the story, children assume roles and reenact the book. Dramatic Play Center becomes The Little Red Hen's Kitchen. Also in this unit, Circle H is acting out The Little Red Hen.</p> <p>Children assume roles in acting out books or themes; e.g., in the Circus unit # 2, 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.</p> <p>Unit 13, Size, Order, in the Dramatic Play Center, children use props to act out the story. They may wear costumes and masks as they assume roles in the tale of the Three Bears.</p> <p>In Unit 15, Transportation, the Dramatic Play Center becomes an airport where children dramatize by taking on roles such as pilot, flight attendant, ticket agent and passenger. They pack their bag, purchase tickets, find their seats, fly the plane, and offer refreshments.</p>

## Appendix A

### Guiding Principles for the Emerging Language & Literacy Curriculum

**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.

Ornes, J., Patterson, S., McMillan, D., & Thomas, J., Trumbower, E. (2017). *The Emerging Language and Literacy Curriculum, Second Edition*. Dynamic Resources, LLC. Pennsylvania.

## 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**

### **8:00-4:30 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**

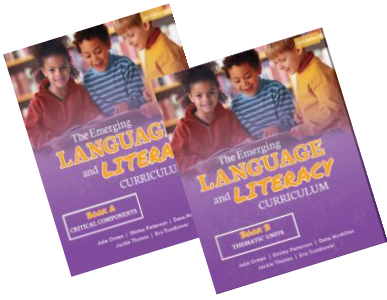
1. Explain the ELLC parent workshops and conferences
2. Discuss ways parent involvement is currently addressed and ways family participation can be increased
3. Discuss components of a portfolio and its value in reporting
4. Describe how parent bulletins enhance parent involvement

### **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



## Brief on the Emerging Language and Literacy Curriculum and Dual Language Learners (DLL)

Ornes, J., Patterson, S., McMillan, D., Thomas, J. & Trumbower, E. (2017). *The Emerging Language and Literacy Curriculum, Second Edition*. Dynamic Resources, Indiana, PA, <http://dynamic-resources.org>

### Defining Dual Language Learner (DLL):

For the purpose of this policy statement, children who are DLLs are those who are learning two (or more) languages at the same time, or learning a second language while continuing to develop their first language. Source: US Department of Health and Human Services. (2017) POLICY STATEMENT ON SUPPORTING THE DEVELOPMENT OF CHILDREN WHO ARE DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD PROGRAMS, Administration for Children and Families.

“Dual language learners (DLLs) are children under the age of five who have at least one parent or guardian who speaks a language other than English at home and are mastering their native language proficiency while learning English simultaneously. There are 11 million DLLs in the United States, comprising 32 percent of the nation's birth to age 8 population. The vast majority of American DLLs speak Spanish as their native language, although there is significant diversity in their abilities.” (Weyer, M. (2018) Dual- and English-Language Learners. National Conference of State Legislatures. Available online: <http://www.ncsl.org/research/education/english-dual-language-learners.aspx>)

### What Are Evidence-Based Practices for DLLs That are Integrated in the ELLC?

Exemplary practice for effective instruction requires intention, integration, interaction and inclusion to create the most opportunity for children to learn. Research in best practices for DLLs includes vocabulary, comprehension, phonological awareness, writing opportunities, alphabetic principle, print awareness, small group instruction, and parent engagement. There are four key components in the ELLC when evidence-based practices can be applied deliberately and recurrently: shared storybook reading, phonological awareness small groups, ELLC circle time, and learning centers.

#### Shared Storybook Reading:

- Before, during, and after reading model is utilized to promote comprehension and verbal interaction
- Selected vocabulary is introduced in a developmentally appropriate, research-based model and contextualized during reading
- Dialogic reading techniques (PEER and CROWD), shown to increase vocabulary, are utilized to create interaction and group conversation about the book
- Grammatical forms are targeted in each unit and appear in the selected books for the unit
- Small group reading is encouraged

#### Phonological Awareness Groups:

- Small group (five or fewer children)
- Alphabetic principle, alphabet knowledge are targeted
- Phonological/phonemic awareness small groups are integrated with the theme
- Language of instruction (academic language) is utilized, e.g. syllable, target sound, alliteration, rhyming, etc.

#### ELLC Circle Time:

- Oral language development (vocabulary, grammar, discourse, child dictation)
- Academic language including concepts and terms of mathematics, science, and social studies
- Small group instruction and interaction
- Print awareness
- Alphabet knowledge

#### Learning Centers:

- Writing Center promotes meaningful communication through emergent writing, e.g. writing name, write thank you notes, message boxes, etc.
- Create-A-Book Center provides opportunity to journal and to make books consistent with the theme of the unit
- All eleven Learning Centers are designed to encourage child-to-child and child-to-teacher verbal interaction
- Children work and play in small groups in each Learning Center

Parent Engagement: ELLC includes a Parent Curriculum featuring home visits, written communication (in English and Spanish), workshops, and parent conferences.

ELLC encourages bilingual instruction whenever possible.

Useful Reference: BEST INSTRUCTIONAL PRACTICE FOR ENGLISH LEARNERS Selected Research 2006-2011. Found online at [www.education.nh.gov/.../esol/documents/best\\_practice\\_for\\_english\\_learners8-12.-pdf](http://www.education.nh.gov/.../esol/documents/best_practice_for_english_learners8-12.-pdf)

