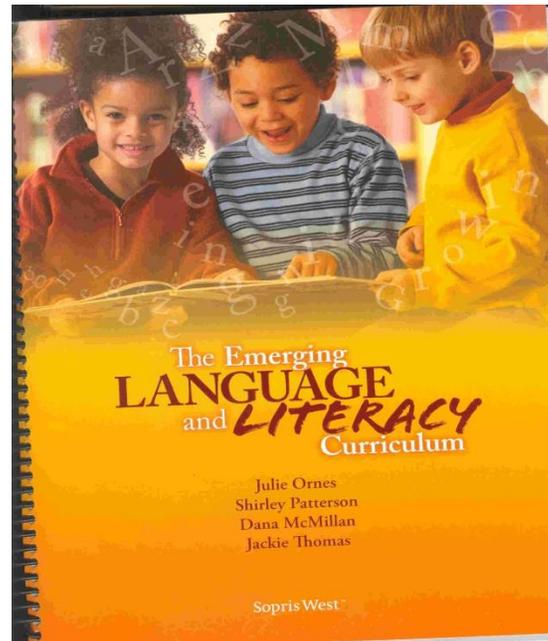


Alignment of  
**Emerging Language & Literacy Curriculum (ELLC)**  
A Preschool Curriculum  
With  
❖  
**Missouri Early Learning Goals-Preschool**



## Alignment of the Emerging Language & Literacy Curriculum (ELLC) with Missouri Early Learning Goals (MO ELG)

The ELLC is a comprehensive curriculum for preschool children 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; Language, Literacy, Cognitive Circle Time; Small Phonological Awareness Groups; and Learning Centers) that are essential for positive learning outcomes. The key components are designed to promote child friendly play and activities as well as teacher-child interactions. A Learning Outcomes Chart summarizes the objectives for each unit through use of a set of skills and 39 indicators.

### ELLC Curriculum Goals:

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

### ELLC Progress Monitoring Checklists Alignment with Missouri Early Learning Goals

Missouri Early Learning Goals	Emerging Language & Literacy Progress Monitoring Checklists						
Content Component (Preschool)	Pre-Academic	Phonological Awareness	Literacy	Oral Language	Motor	Pre-Writing	Social
I. Approaches to Learning				X			X
II. Social/Emotional Development				X			X
III. Physical Development, Health & Safety				X	X	X	
IV. Language & Literacy		X	X	X		X	
V. Mathematics	X			X			
VI. Science	X			X			
VII. Understanding the World					X		X
VIII. Expressive Arts		X	X	X	X	X	X

In the tables below the Missouri Early Learning Goals (ELG) are listed with the Content Component, Developmental Goals, Indicators and examples of opportunities in the Emerging Language and Literacy Curriculum to align with the ELG.

## I. Approaches to Learning (Preschool)

Content Component	Developmental Goals	Indicators-Preschool (PS)	ELLC Goals & Units	ELLC Alignment: Opportunities & Examples
Approaches to Learning	1. Shows curiosity	<ul style="list-style-type: none"> <li>• Expresses interest in people</li> <li>• Shows interest in learning new things</li> <li>• Asks questions</li> </ul>	Goals: 1, 2, 3 Units: 1-22	<p>Opportunities abound for children to try new things. With <u>11 Learning Centers</u> available, children make choices of what they wish to do and are given opportunities to express themselves and to interact with adults and other children. In each of the ELLC components, children are prompted to ask questions and demonstrate interest. Centers are designed to present some challenge to children as well as to connect old and new information. As children work and play together in both large and small groups, the integrated, thematic curriculum provides structure for them to be independent and to interact with others. The activities of the day also give preschool teachers the opportunity to observe children for learning style, best learning mode, problem resolutions, ways a child copes with others and/or challenging environmental issues. Learning centers lend themselves to imagination and pretend activities.</p> <p>Daily <u>Shared Story Book Reading</u> 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 <u>Circle Time</u> promotes imagination and creativity and working with others to solve problems. <u>Small Phonological Awareness Groups</u> 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>
	2. Takes initiative	<ul style="list-style-type: none"> <li>• Initiates interactions with others</li> <li>• Makes decisions independently</li> <li>• Develops independence during activities, routines and play</li> </ul>	Goals: 1, 3, 5 Units: 1-22	
	3. Exhibits creativity and inventiveness	<ul style="list-style-type: none"> <li>• Tries new ways of doing things</li> <li>• Uses imagination to generate a variety of ideas</li> <li>• Exhibits a sense of humor</li> </ul>	Goals: 1, 2, 3 Units: 1-22	
	4. Shows confidence	<ul style="list-style-type: none"> <li>• Expresses his or her own ideas or opinions</li> <li>• Views self as competent and has a positive self-image</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	
	5. Displays persistence	<ul style="list-style-type: none"> <li>• Sustains attention to a task or activity appropriate for his or her age</li> <li>• pursues challenges</li> <li>• Copes with frustration</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	
	6. Uses problem-solving skills	<ul style="list-style-type: none"> <li>• Recognizes problems</li> <li>• Tries to solve problems</li> <li>• Works with others to solve problems</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	

## II. Social and Emotional Development (Preschool)

Content Component	Developmental Goals	Indicators-Preschool (PS)	ELLC Goals & Units	ELLC Alignment: Opportunities & Examples
Knowledge of self	1. Exhibits self-awareness and self-confidence	<ul style="list-style-type: none"> <li>• Differentiates self from others</li> <li>• Responds to others and to the environment</li> <li>• Shows independence, autonomy and confidence</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	<p>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</p> <p>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. Unit 12 with a key concept of “home” provides specific opportunity to learn home addresses.</p>
	2. Manages feelings and behavior	<ul style="list-style-type: none"> <li>• Is able to be calmed or self-calms</li> <li>• Participates in care and learning routines</li> <li>• Expresses feelings and emotions</li> <li>• Observes limits and complies with rules</li> <li>• Respects others</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	<ul style="list-style-type: none"> <li>• Routines and rules are clearly articulated as the curriculum is implemented</li> <li>• Ideas for transition are suggested throughout the curriculum</li> <li>• Unit 1 specifically targets feelings with numerous learning opportunities</li> <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 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>
Knowledge of others	1. Builds relationships	<ul style="list-style-type: none"> <li>• Develops secure attachment relationships with caregivers</li> <li>• Develops relationships with others</li> <li>• Develops empathy and respect for others</li> <li>• Works and plays cooperatively with children and adults</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	<ul style="list-style-type: none"> <li>• Cubbies provide a place for each child’s possessions</li> </ul> <p>Management of children’s behavior including talk about consequences of behavior is part of the implementation of the curriculum</p> <p>Many group activities give opportunity for successful interaction for all children: circle time, phonological groups, learning centers, snack, meal time and more</p>

### III. Physical Development, Health and Safety (Preschool)

Content Component	Developmental Goals	Indicators-Preschool (PS)	ELLC Goals & Units	ELLC Alignment: Opportunities & Examples
Physical Development	1. Uses gross motor skills with purpose and collaboration	<ul style="list-style-type: none"> <li>• Controls body movements</li> <li>• Uses large muscle movements to manipulate objects</li> <li>• Moves from one point to another</li> </ul>	Goals: 3 Units: 1-22	<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> </ul>
	2. Uses fine motor skills with purpose and control	<ul style="list-style-type: none"> <li>• Uses fingers and hands to accomplish fine motor tasks</li> <li>• Uses tools in a functional manner</li> <li>• Exhibits coordination of facial muscles</li> </ul>	Goals: 2, 3, 4, 5 Units: 1-22	<ul style="list-style-type: none"> <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> <li>• As speaking is encouraged, facial muscles and muscles required for articulation are exercised</li> <li>• Small phonological groups emphasize articulation of sounds resulting in large and small muscle movement</li> </ul>
	3. Responds to sensory input to function in the environment	<ul style="list-style-type: none"> <li>• Exhibits sensory awareness</li> <li>• Exhibits body awareness</li> <li>• Exhibits spatial awareness</li> <li>• Exhibits temporal awareness</li> </ul>	Goals: 3, 5 Units 1-22	<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>• 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> </ul>
Health and self-care	4. Practices healthy behaviors	<ul style="list-style-type: none"> <li>• Participates in health care routines; engages an adult or appropriately cares for self</li> <li>• Makes healthy food choices</li> <li>• Participates in physical exercise daily</li> </ul>	Goals: 1, 3, 5 Units: 1-22	<ul style="list-style-type: none"> <li>• Children are routinely engaged in hand washing, toileting</li> <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>• 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>
Safety	5. Practices safe behaviors	<ul style="list-style-type: none"> <li>• Knows how and when to engage an adult for help</li> <li>• Knows and follows safety rules</li> <li>• Recognizes personal danger</li> </ul>	Goals: 3, 5 Units: 1-22	<ul style="list-style-type: none"> <li>• ELLC training emphasizes high levels of adult-child interactions and responsiveness to child engagement</li> <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>

## IV. Language & Literacy (Preschool)

Content Component	Developmental Goals	Indicators-Preschool (PS)	ELLC Goals & Units	ELLC Alignment: Opportunities & Examples
Communication And Language				
Symbolic development	1. Represents feelings and ideas in a variety of ways	<ul style="list-style-type: none"> <li>• Represent feelings/ideas through pretend play</li> <li>• Represent feelings/ideas through movements</li> <li>• Represents feelings/ideas through music</li> <li>• Represents feelings/ideas through art &amp; construction</li> </ul>	Goals: 1, 3, 4, 5 Units: 1-22	ELLC has 11 Learning Centers open every day for the entire class they include opportunities: <ul style="list-style-type: none"> <li>• in Dramatic Play Center, Construction Center, Art Center, e.g., to represent feelings and ideas</li> <li>• In Circle Time music, finger plays, songs are included</li> <li>• After Shared Story Book Reading, children are encouraged to dramatize the story</li> </ul>
Listening and understanding (receptive language)	2. Listens for different purposes	<ul style="list-style-type: none"> <li>• Listens to others</li> <li>• Listens to sounds in the environment</li> <li>• Understands more complex sentences</li> <li>• Follows simple directions</li> <li>• Listens responsively to books and stories</li> <li>• Responds to questions</li> <li>• Listens to and engages in conversations and communication with others</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	During Shared Story Book, Learning Centers, Phonological Awareness and Circle Time children are encouraged to: <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>• listen and participate in group communication and discussion</li> <li>• listen, tell and retell stories and perform stories</li> <li>• participate in conversation, discourse, question forms, response to questions, with and without prompting &amp; coaching</li> <li>• process new vocabulary in each unit and language forms in each unit</li> <li>• listen for general awareness of sounds in the environment, sounds of speech</li> </ul>
Speaking (expressive language)	1. Uses language to communicate	<ul style="list-style-type: none"> <li>• Uses the body to communicate</li> <li>• Communicates, verbally, or with gestures in home language</li> <li>• Initiates and responds appropriately in conversation and discussions with adults and children</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	<ul style="list-style-type: none"> <li>• Strategies taught for following directions</li> <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>• Turn taking in activities and conversation takes place in each key component</li> <li>• ELLC is sensitive to dual language learners</li> </ul>
	2. Develops and expands vocabulary	<ul style="list-style-type: none"> <li>• Learns new words</li> <li>• Communicates, verbally, or with signs, in home language</li> <li>• Communicates in home language and is understood by others</li> <li>• Uses language to pretend or create</li> <li>• Uses complete sentences of varying length</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	<ul style="list-style-type: none"> <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>

Literacy	Developmental Goals	IV. Language & Literacy (continued)	ELLC Goals & Units	ELLC Alignment: Opportunities & Examples
Reading	1. Applies early reading skills	<ul style="list-style-type: none"> <li>Shows interest in reading &amp; books</li> <li>Exhibits book-handling skills</li> <li>Pretends to read easy or predictable books or tries to read along during favorite part of story</li> <li>Comprehends and responds to text</li> <li>Develops a sense of story</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	<p>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</p> <ul style="list-style-type: none"> <li>All learning centers in the ELLC have books appropriate to the theme and to the center</li> <li>Reading Center, Circle Time, Storybook Readings offered each day</li> <li>Discussion of book handling at Circle Time and during shared storybook reading</li> <li>Book readings are repeated at least 4 times during the 2-week unit and children enter into the reading as they learn the books</li> <li>Discussion of pictures, making predictions about the book</li> <li>Story structure is stressed in book readings</li> </ul>
	2. Uses print concepts	<ul style="list-style-type: none"> <li>Reads environmental print and symbols</li> <li>Identifies some alphabet letters</li> <li>Recognizes that print represents spoken words</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	<ul style="list-style-type: none"> <li>Common environmental print is around the room</li> <li>Language &amp; Literacy Center contains magnetic alphabet letters</li> <li>Labels on furniture and objects in room</li> </ul>
	3. Attends to sounds in language (phonological awareness)	<ul style="list-style-type: none"> <li>Repeats rhymes, simple songs, poems and finger plays</li> <li>Participates in word games</li> <li>Discriminates some sounds in words</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	<ul style="list-style-type: none"> <li>Phonological awareness groups consistent with the recommendation of the National Early Literacy Panel and current evidence based techniques are conducted 2 times a week in small groups</li> <li>Rhyming games, stories, vocabulary games introduced</li> <li>Sounds are targeted in the phonological groups</li> <li>Phonological awareness is infused into the curricular day in varying activities</li> </ul>
Writing	1. Uses writing as a means of expression/communication	<ul style="list-style-type: none"> <li>Experiments with writing tools and materials</li> <li>Uses scribbles, shapes, pictures, letter-like forms and letters to write</li> <li>Tells others about marks and intended meaning of drawing or writing</li> <li>Uses a variety of resources to facilitate writing</li> <li>Converts speech to writing</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	<ul style="list-style-type: none"> <li>All learning centers are equipped with writing utensils and paper, notebooks</li> <li>Writing center provides tools &amp; materials</li> <li>Writing is modeled in the classroom (e.g., message boxes, teacher writes to dictation)</li> <li>Staff draws with children, talks about drawings, promotes writing in the Language &amp; Literacy Center, Writing Center, Art Center, Create-a-Book Center</li> </ul>

## V. Mathematics

Content Component	Developmental Goals	Indicators-Preschool (PS)	ELLC Goals & Units	ELLC Alignment: Opportunities & Examples
Counting and cardinality	1. Uses number to show quantity	<ul style="list-style-type: none"> <li>Shows interest in counting and cardinality</li> <li>Participates in experiences that involve counting</li> <li>Develops an increasing ability to rote count in sequence</li> <li>Counts objects with understanding</li> </ul>	Goals: 2, 3, 4, 5 Units: 1-22	<p>ELLC Units provide math experience in sorting, classifying, estimation, prediction, shapes, constructing models, patterning, sequential order, measurement, graphing/charting</p> <p>Each ELLC Unit provides math experiences in counting:</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 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>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>
	2. Uses language to represent number of objects	<ul style="list-style-type: none"> <li>Uses language to compare number (e.g., more/less, greater/fewer, equal to)</li> </ul>		
	3. Solves problems using number	<ul style="list-style-type: none"> <li>Names how many there are in a group (up to five objects)</li> <li>Uses one-to-one correspondence when counting objects</li> <li>Uses one-to-one correspondence to compare the size of a group of objects</li> </ul>		
	4. Uses numerical representations	<ul style="list-style-type: none"> <li>Writes some numerals</li> <li>Matches numeral with quantity</li> </ul>		
Operations and algebraic thinking	1. Uses language to represent number of objects	<ul style="list-style-type: none"> <li>Combines and names how many</li> <li>Separates and names how many</li> </ul>	Goals: 2, 3, 4, 5 Units: 1-22	<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> <li>Circle Time and Learning Centers include math operations. Through teacher guidance, children develop math concepts.</li> </ul>
	2. Uses numerical representations	<ul style="list-style-type: none"> <li>Uses drawings to represent number</li> </ul>		

## V. Mathematics (cont.)

Number and operations in base ten	1. Uses language to represent number of objects	<ul style="list-style-type: none"> <li>Combines and names how many</li> <li>Separates and names how many</li> </ul>		See Operations and Algebraic Thinking 1 and 2.
Measurement and data	1. Makes comparisons	<ul style="list-style-type: none"> <li>Compares objects using measurable features</li> <li>Describes measurement</li> <li>Orders three or more objects according to length or size differences</li> </ul>	Goals: 2, 3, 4, 5 Units: 1-22	<p>ELLC Units provide instruction and practice in measurement and data analysis:</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>Materials in the Math/Science Center include: graph paper, rulers, measuring tapes, magnifying glasses, scales</p> <p>Circle Time includes small group investigation of measurement and comparison of measurement</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>
	2. Uses measurement	<ul style="list-style-type: none"> <li>Explores ways to measure</li> <li>Measures using objects</li> </ul>		
	3. Collects, organizes and displays information (charting and graphing)	<ul style="list-style-type: none"> <li>Asks questions to gather information</li> <li>Sorts and classifies objects into groups</li> <li>Explains how the grouping was done</li> </ul>		
Geometry	1. Investigates positions and locations	<ul style="list-style-type: none"> <li>Takes objects apart and puts them together</li> <li>Uses actions and words to indicate position and location</li> <li>Uses actions and words to indicate movement and orientation</li> </ul>	Goals: 2, 3, 4, 5 Units: 1-22	<ul style="list-style-type: none"> <li>Unit 4 key concept is shapes: sorting by shape; graphing; food shape chart; shape discussion; shape game; shape-walk musical chairs; patterning by shape; Construction Center-building with food containers</li> <li>Unit 14: Art Center: making a train, sailboat, and school bus-available materials include shapes for construction</li> </ul> <p>Learning Centers that are important to development of geometric thinking are: construction center, tactile center, math/science center, create-a-book center, writing center and art center</p> <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>
	2. Explores shapes in the environment	<ul style="list-style-type: none"> <li>Investigates and talks about the characteristics of shapes</li> <li>Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials</li> <li>Identifies and names some shapes</li> <li>Indicates if shapes are alike or different using one or more characteristics</li> </ul>		

## VI. Science (Preschool)

Content Component	Developmental Goals	Indicators-Preschool (PS)	ELLC Goals & Units	ELLC Alignment: Opportunities & Examples The following units concentrate on science: Apples; Pumpkins & Sounds; Nature Walks; Cookies & Smells; Snow; Gardening; Insects; Ocean
Physical Science (forces and interactions)	1. Explores physical properties of objects and materials	<ul style="list-style-type: none"> <li>• Shows interest in the physical world</li> <li>• Uses one or more senses to observe the physical world</li> <li>• Experiments with simple tools</li> </ul>	Goals: 2, 3, 4, 5 Units: 1-22	ELLC provides opportunities for children to explore science concepts: <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> </ul>
	2. Investigates properties of objects and materials	<ul style="list-style-type: none"> <li>• Asks questions about objects and materials</li> <li>• Experiments with objects/materials to gather information and observe reaction</li> <li>• Shows knowledge of physical properties of objects</li> </ul>		
	3. Solves problems involving physical properties of objects and materials	<ul style="list-style-type: none"> <li>• identifies problems involving physical properties of objects and materials</li> <li>• Experiments with objects to produce desired effects</li> <li>• Makes predictions based on experiences with objects and materials</li> </ul>		
	4. Represents observations of the physical world in a variety of ways	<ul style="list-style-type: none"> <li>• Represents observations through pretend play</li> <li>• Represents observations through music and movement</li> <li>• Represents observations through art and construction</li> <li>• Talks about the physical world</li> </ul>		

## VI. Science (continued)

Life science independent relationships to ecosystems	1. Explores characteristics of living things	<ul style="list-style-type: none"> <li>• Shows interest in plant and animal changes</li> <li>• Uses one or more senses to observe the natural world</li> </ul>	Goals: 2, 3, 4, 5 Units: 1-22	<ul style="list-style-type: none"> <li>• The following units have themes related to life sciences: Unit 3 (apples); unit 5 (pumpkins); unit 7 (cookies); unit 6 (nature walks); unit 16 (farms); unit 17 (zoo); unit 18 (pets); unit 19 (insects)</li> <li>• Within each unit are numerous activities that promote learning in the life sciences and examples follow:</li> <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>
	2. Investigates characteristics of living things	<ul style="list-style-type: none"> <li>• Asks questions about the natural world</li> <li>• Collects information to learn about living things</li> <li>• Shows knowledge of characteristics of living things</li> </ul>		
	3. Solves problems related to living things	<ul style="list-style-type: none"> <li>• Identifies problems involving living things</li> <li>• Recognizes that living things have needs</li> <li>• Makes predictions based on experiences with living things</li> </ul>		
	4. Represents observations about living things in a variety of ways	<ul style="list-style-type: none"> <li>• Represents observations through pretend play</li> <li>• Represents observations through music and movement</li> <li>• Represents observations through art and construction</li> <li>• Talks about plants and animals</li> </ul>		

## VI. Science (continued)

Earth (weather and climate)	1. Explores properties of earth and sky	<ul style="list-style-type: none"> <li>• Shows interest in earth and sky</li> <li>• Uses one or more senses to observe earth and sky</li> <li>• Uses simple tools to explore earth and sky</li> </ul>	Goals: 2, 3, 4, 5 Units: 1-22	<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> </ul>
	2. Investigates properties of earth and sky	<ul style="list-style-type: none"> <li>• Asks questions about earth and sky</li> <li>• Conducts experiments to gain knowledge of earth and sky</li> <li>• Shows knowledge of changes in earth and sky</li> </ul>		
	3. Solves problems involving earth and sky	<ul style="list-style-type: none"> <li>• Identifies problems involving earth and sky</li> <li>• Makes predictions based on experiences with earth and sky</li> </ul>		
	4. Represents observations about earth & sky in a variety of ways	<ul style="list-style-type: none"> <li>• Represents observations through pretend play</li> <li>• Represents observations through music and movement</li> <li>• Represents observations through art and construction</li> <li>• Talks about earth and sky</li> </ul>		

## VII. Understanding the World (Preschool)

Content Component	Developmental Goals	Indicators-Preschool (PS)	ELLC Goals & Units	ELLC Alignment: Opportunities & Examples Each ELLC Unit is based on a key concept providing world knowledge to children.
Family	1. Explores family	<ul style="list-style-type: none"> <li>Recognizes and is interested in family, including some extended family members</li> </ul>	Goals: 1, 3 Units:1,6,8,12,18	<ul style="list-style-type: none"> <li>Family names are targeted as new vocabulary words</li> <li>Family experiences and interactions are targeted</li> </ul>
People and communities	1. Shows interest in people and the community		Goals: 1, 2, 3, 5 Units:1-22	<ul style="list-style-type: none"> <li>Each unit addresses concepts that allow for community interaction, e.g., grocer, circus performers, farmers, postmen, construction workers, bus drivers, pilots, engineers, etc.</li> </ul>
	2. Explores people and the community	<ul style="list-style-type: none"> <li>Recognizes and is interested in other supportive people</li> <li>Is interested in community, culture and cultural groups</li> </ul>		
Technology	1. Investigates mechanical devices	<ul style="list-style-type: none"> <li>Investigates and manipulates mechanical devices</li> <li>Successfully operates mechanical devices and used them to advance learning</li> </ul>	Goals: 1, 2, 3 Units:1-22	<ul style="list-style-type: none"> <li>Children use equipment on the playground to explore movement, e.g., tricycles, scooters</li> <li>Construction Center provides erector sets, pulleys, etc.</li> <li>Tactile Center provides wind-up toys for water play, etc.</li> <li>Science Center provides microscope, telescope, etc.</li> </ul>
	2. Investigates electronic devices	<ul style="list-style-type: none"> <li>Investigates and manipulates electronic devices</li> <li>Successfully operates electronic devices and used them to advance learning</li> </ul>	Goals: 1, 2, 3 Units:1-22	<ul style="list-style-type: none"> <li>One of the 11 Learning Centers is the Technology Center where children engage with technology, interact with computers and other electronic devices</li> </ul>

## VIII. Expressive Arts (Preschool)

Content Component	Developmental Goals	Indicators-Preschool (PS)	ELLC Goals & Units	ELLC Alignment: Opportunities & Examples
Music and movement	1. Shows interest in music and movement	<ul style="list-style-type: none"> <li>• Shows visual interest and engagement in surroundings</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	Music is part of each unit in the ELLC. Circle time is often the venue for music where rhyming songs, jingles, familiar tunes are presented. Music is often accompanied by finger plays and movement. The Listening Center has books on tape as well as music on tape for children to enjoy and explore.
	2. Explores music and movement	<ul style="list-style-type: none"> <li>• Explores and experiments with a range of media through sensory exploration and using whole body</li> <li>• Uses the body to create sounds, move to music and express oneself</li> <li>• Uses music and movement to express concepts, ideas or feelings</li> <li>• Uses creative art to express thoughts, feelings, experiences, or knowledge</li> </ul>		
Visual arts	1. Shows interest in visual arts	<ul style="list-style-type: none"> <li>• Shows visual interest and engagement in surroundings</li> <li>• Shows an interest in mark making or creative art</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	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.
	2. Explores visual arts	<ul style="list-style-type: none"> <li>• Explores and experiments with a range of media through sensory exploration and using whole body</li> <li>• Uses a range of materials and media to draw and create pictures of three-dimensional objects</li> <li>• Uses creative art to express thought, feelings, experiences, or knowledge</li> </ul>		
Drama	1. Shows interest in dramatic arts	<ul style="list-style-type: none"> <li>• Shows visual interest and engagement in surroundings</li> </ul>	Goals: 1, 2, 3, 4, 5 Units: 1-22	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)
	2. Explores dramatic arts	<ul style="list-style-type: none"> <li>• Expresses self through physical action and sound</li> <li>• Begins to use representation to communicate</li> <li>• Begins to make-believe by pretending</li> <li>• Uses dialogue, actions and objects to tell a story or express thoughts and feeling about one's self or character</li> <li>• Uses creativity and imagination to manipulate materials and assume roles in dramatic play or other creative situations</li> </ul>		Children assume roles in acting out books or themes; e.g., in the Circus unit children put on a circus, make and sell tickets, enact a circus with three rings, a ring master, elephants, lions, et. Children pretend to swing on the trapeze, walk on a balance beam, etc. One of the Learning Centers, Dramatic Play, provides opportunities well beyond housekeeping. The Center is changed out every two weeks according to the theme of the unit. This offers varied concepts, materials, costumes, props for children to use in pretend play.

## Appendix A

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

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

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

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

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

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

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

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

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

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

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

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

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

Ornes, J., Patterson, S., McMillan, D., & Thomas, J. (2007). *The Emerging Language and Literacy Curriculum*. Sopris West Educational Services: Longmont, CO. [www.sopriswest.com](http://www.sopriswest.com)