

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

2022 NAEYC Early Learning Program Accreditation Standards and Assessment Items	Early Learning Matters (ELM) Curriculum: 3–5 Years ( <a href="http://www.elmcurriculum.org">www.elmcurriculum.org</a> )
<p align="center"><b>Accreditation Assessment Items for Standard 1 —Relationships</b></p>	<p>ELM directly addresses five of ten NAEYC program standards (relationships, curriculum, teaching, assessment of child progress, families). This crosswalk provides examples of how the ELM Curriculum aligns with specific NAEYC Assessment Items across these standards. Specifically, this crosswalk identifies and pairs the NAEYC Assessment Items to content from the <i>ELM Curriculum User Guide: 3–5 Years</i> and/or ELM Curriculum 3–5 Years Activity Plans and related resources. This crosswalk provides examples of how the ELM curriculum aligns with NAEYC standards; however, each early care and education program is unique and could also address NAEYC standards in ways that reflect their individual program philosophy and ELM implementation.</p>
<p align="center"><b>1.F—Promoting Self-Regulation</b></p>	
<p>1F.1 Educators help children learn emotional regulation skills.</p>	<p>Social-Emotional - Emotion knowledge</p> <ul style="list-style-type: none"> <li>• Ways to feel better (Activity Plans Week 11)</li> <li>• Managing anger (Activity Plans Week 12)</li> </ul>
<p>1F.2 Educators guide and support children to use language to communicate needs.</p>	<p>Language/Literacy - Oral language ELM supports children’s understanding and use of oral language for varied purposes, including:</p> <ul style="list-style-type: none"> <li>• following directions;</li> <li>• labeling objects, people, and events;</li> <li>• describing observations, understandings, and ideas;</li> <li>• engaging in give-and-take conversation;</li> <li>• understanding, comprehending, and interpreting a short book or passage read aloud (see p. 17 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</li> </ul> <p>More practices to promote Language/Literacy</p> <ul style="list-style-type: none"> <li>• Promote give-and-take conversations with individuals or groups of children by using open-ended questions focused on children’s interests or comments. Repeat and slightly expand on children’s statements. Look expectantly and show other signs of genuine interest in children’s comments (see p. 22 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</li> </ul> <p>More practices to promote Social Studies knowledge</p> <ul style="list-style-type: none"> <li>• Provide daily opportunities for children to participate in dramatic play that fosters positive self-concepts and encourages use of language and relationship skills (see p. 57 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</li> </ul>
<p>1F.3 Educators guide and support children to gain control of physical impulses.</p>	<p>Self-Regulation - Self-control</p> <ul style="list-style-type: none"> <li>• listening and waiting for turn (Activity Plans Week 3)</li> <li>• thinking before acting and resisting temptations (Activity Plans Week 5)</li> <li>• waiting for desired object (Activity Plans Weeks 6–7)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

Accreditation Assessment Items for Standard 2 —Curriculum	
2.A—Essential Characteristics	
2A.1 The class’s learning spaces offer learning experiences related to all these cognitive content areas: literacy; mathematics; science; technology; creative expression and the arts; health and safety; social studies.	ELM activity plans promote the development of 27 foundation skills across eight broad areas (Language/Literacy, Mathematics, Self-Regulation, Social-Emotional, Social Studies, Science, Creative Expression, Physical/Health) for children 3 to 5 years of age (see p. 3 in the <i>ELM Curriculum User Guide: 3–5 Years</i> ).
2A.2 Show or describe two examples of how you change classroom materials or equipment as children’s skill levels change over time.	<p>In the ELM curriculum, classroom staff serve as experts in adapting ELM’s activity plans. Staff are encouraged to adapt a learning activity during planning, while using the activity, and after implementation of an activity. Each activity plan offers scaffolding tips intended to help staff engage in the developmentally appropriate practice of offering challenging and achievable experiences for each child in their classroom. There are two types of scaffolding tips that staff can use to accommodate the individual needs of children. Extra support strategies offer children additional help, often by focusing on specific parts of an activity. Enrichment tips offer ideas for adding challenge to an activity (see p. 95 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p> <p>Examples of scaffolding tips with suggested changes in classroom materials or equipment based on children’s skills and needs:</p> <ul style="list-style-type: none"> <li>• Mathematics Activity Plan Week 1, Day 3 Scaffolding Tips</li> <li>• Self-Regulation Activity Plan Week 2, Day 1 Scaffolding Tips</li> </ul> <p>Additionally, ELM encourages staff to accommodate individual needs of children through follow-up learning plans based on results of progress assessments and focused observations. Each progress assessment and <i>Guide for Observing and Individualizing</i> include two types of follow-up learning supports: 1) strategies that reinforce a child’s emerging understanding of the skill and 2) strategies that reintroduce the skill to support development. Staff members are to decide which strategy or strategies are appropriate for a child based on the assessment/observation results and other informal knowledge of the child’s skill understanding (see p. 102–105 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p> <p>Example of follow-up support with suggested changes in classroom materials or equipment to accommodate children’s skills and needs:</p> <ul style="list-style-type: none"> <li>• Remember that children are most likely to concentrate on activities that they find interesting and enjoyable. Examples: caring for a classroom pet, building with blocks, drawing, doing puzzles (see p. 117 in the <i>ELM Curriculum User Guide: 3–5 Years</i> or <i>Guide for Observing and Individualizing-Self-Regulation: Concentration</i>).</li> </ul>
2A.3 Show or describe one example of how you have changed classroom materials or equipment to accommodate the individual needs of a child in the class.	
2A.4 Highlight and label two weeks of lesson plans to show where they include each of	<p>The ELM curriculum offers four daily activity plans that are approximately 15 minutes each. The four 15-minute teacher-guided sessions are organized as follows:</p> <ul style="list-style-type: none"> <li>• Language/Literacy (5 days a week)</li> <li>• Mathematics (5 days a week)</li> <li>• Self-Regulation (1–2 days a week), Social-Emotional (1–2 days a week), and Social Studies (2 days a week)</li> <li>• Science or Creative Expression (3 days a week, rotating across weeks) and Physical/Health (2 days a week)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

these content areas:		Below are examples of how the content areas are covered in Weeks 2 and 3 activity plans:
	literacy	Language/Literacy - Phonological awareness <ul style="list-style-type: none"> <li>• Listening to and identifying several sounds and sequence of sounds</li> </ul>
	mathematics	Mathematics - Number knowledge <ul style="list-style-type: none"> <li>• Counting items and groups of items</li> </ul>
	science	Science - Inquiry skills <ul style="list-style-type: none"> <li>• Observing, describing, comparing, predicting, experimenting, recording</li> </ul>
	technology	Creative Expression - Appreciation of art, music, drama, and dance <ul style="list-style-type: none"> <li>• Audio CD player used</li> </ul>
	creative expression and the arts	Creative Expression - Appreciation of art, music, drama, and dance <ul style="list-style-type: none"> <li>• Creative ideas</li> </ul>
	health and safety	Physical/Health - Good health practices <ul style="list-style-type: none"> <li>• Germs</li> <li>• Safety rules and routines</li> <li>• Emergency procedures</li> </ul> Self-Regulation - Self-control <ul style="list-style-type: none"> <li>• Rules</li> </ul>
	social studies	Social Studies - Appreciation of individual diversity <ul style="list-style-type: none"> <li>• Same and different</li> <li>• Unique</li> </ul>
2A.5 Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum.	<p>Play experiences are embedded in the majority of ELM activity plans. Each activity plan suggests a center activity related to the topic being explored in a group session. The suggested center activity seeks to extend the focus of the activity plan to children’s play experiences.</p> <p>Self-Regulation - Executive function</p> <ul style="list-style-type: none"> <li>• Invite children to continue playing Sleeping, Sleeping, All the Children Are Sleeping. Encourage children to take turns singing the song (Activity Plan Week 12, Day 1 Center Activity).</li> </ul> <p>Science - Knowledge of living things</p> <ul style="list-style-type: none"> <li>• Provide toy animals and silk plants in the housekeeping center. Encourage children to pretend to feed and care for the animals and plants. As children play, invite them to describe why animals and plants need food (Activity Plan Week 12, Day 1 Center Activity).</li> </ul>	
2A.6 Show two examples of how your written curriculum or curriculum framework can be modified to reflect the values, beliefs, and experiences of families in your program.	<p>ELM offers four curriculum-based resources to help classroom staff develop and maintain reciprocal relationships with families. The resources include family learning activity suggestions, weekly summaries of the classroom’s learning focus, examples of written portfolio descriptions of a child’s progress, and a summary of a child’s observed and assessed progress (see pp. 107–108 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p>	

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	Some ELM activity plans include opportunities for parents/caregivers to contribute to children’s classroom experiences. In Week 9, for example, Social Studies activity plans are based on families sharing information about their traditions and cultures.
2A.8 Show that your written curriculum or curriculum framework shows teachers how they can use child assessment information to individualize learning plans.	<p>The process of individualizing children’s learning experiences begins with information about a child secured through developmentally appropriate assessments and focused observations.</p> <p>ELM offers tools for conducting progress assessments and focused observations of children’s progress in acquiring foundation skills promoted by the curriculum. There are 24 <i>Guides for Observing and Individualizing</i> each specific to a foundation skill promoted by ELM. Progress assessments are available for six literacy skills and three math skills. Each guide and assessment provide suggestions for follow-up learning supports to reintroduce or reinforce foundation skills. Staff members are to decide which suggestions are appropriate for a child based on results from assessments and observations and other informal knowledge of the child’s skills. Follow-up plans may be implemented in a one-to-one arrangement and/or with a small grouping of children who would benefit from the same type of follow-up support (see pp. 100–106 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p>
<b>› 2.B—Social and Emotional Development</b>	<b>Social-Emotional</b>
2B.1 Children have chances to recognize and name other people’s feelings.	<p>Social-Emotional - Emotion knowledge</p> <ul style="list-style-type: none"> <li>• Different emotions (Activity Plans Weeks 10–27)</li> </ul> <p>Social-Emotional - Perspective-taking</p> <ul style="list-style-type: none"> <li>• Another person’s view (Activity Plans Weeks 28, 49)</li> <li>• Empathy (Activity Plans Weeks 29–31, 49)</li> </ul>
2B.3 Children have chances to learn how to resolve conflicts in constructive ways.	<p>Social-Emotional - Relationship skills</p> <ul style="list-style-type: none"> <li>• Social problem-solving (Activity Plans Weeks 5–6, 46)</li> </ul>
2B.4 Children have chances to understand that other people may have different thoughts and opinions than theirs.	<p>Social-Emotional - Perspective-taking</p> <ul style="list-style-type: none"> <li>• Another person’s view (Activity Plans Weeks 28; 49)</li> <li>• Empathy (Activity Plans Weeks 29-31; 49)</li> </ul>
2B.5 Children have chances to learn that other people may have different feelings than they do.	
<b>› 2.C—Physical Development</b>	<b>Physical/ Health</b>
2C.1 Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure.	<p>Physical/Health - Motor development</p> <ul style="list-style-type: none"> <li>• Gallop and Get game (Activity Plans Week 6)</li> <li>• Alternate running and jogging in the Zig Zag game (Activity Plans Week 16)</li> </ul> <p>Self-Regulation - Executive function</p> <ul style="list-style-type: none"> <li>• ELM offers 12 different music and movement circle time games (e.g., Freeze Game). In each game, children are expected to focus on and remember a set of requests, attend carefully to verbal or aural cues that signal when to carry out a particular action, successfully switch an action when a rule changes, and resist temptations to behave inappropriately (beginning in Activity Plans Week 8).</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

› 2.D—Language Development	Language/Literacy
2D.1 Children have discussions with each other or with educators to solve problems related to the physical world.	There are numerous activity plans that include discussions with staff and peers related to solving problems in the physical world such as recycling in Science (Activity Plans Week 43) and staying safe in Social-Emotional (Activity Plans Weeks 35–36) and Physical/Health (Activity Plans Week 26).
2D.2 Educators use words that children may not understand and provide explanations or examples of these words.	ELM curriculum activity plans include a list of key concepts/novel words introduced or reviewed in the activity. For each key concept/novel word, a child-friendly definition is provided in the activity description to use in conversations with children. Language/Literacy - Oral language <ul style="list-style-type: none"> <li>Repeated shared book reading activity plans provide concrete guidance on how to explicitly teach the meaning of novel (unfamiliar) words in a book (see pp. 17–20 in the <i>ELM Curriculum User Guide: 3–5 Years</i> and Activity Plans Week 2).</li> </ul>
2D.3 Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems.	Social-Emotional - Relationship skills <ul style="list-style-type: none"> <li>Social problem solving (Activity Plans Weeks 5–6; 46)</li> </ul> Self-Regulation - Self-control <ul style="list-style-type: none"> <li>How to make good choices (Activity Plans Week 5)</li> </ul> Social-Emotional - Personal Responsibility <ul style="list-style-type: none"> <li>Making decisions and good choices (Activity Plans Weeks 33–34)</li> </ul>
2D.4 Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world.	Science - Knowledge of earth and space <ul style="list-style-type: none"> <li>Children work together to sort items into different recycle bins (Activity Plan Week 43, Day 2)</li> </ul> Social Studies- Knowledge of physical environment <ul style="list-style-type: none"> <li>Children work together to create geographic characteristics found in their community (Activity Plans Weeks 20 and 21)</li> </ul>
2D.5 Show or describe how you incorporate family language preferences into the curriculum.	Social Studies – More practices for promoting Social Studies knowledge <ul style="list-style-type: none"> <li>Take the initiative to learn about children’s home languages and cultures. Provide books for children to look at and enjoy that reflect their cultures and home languages. Offer an opportunity and support for a child(ren) to teach other children several words in their home language (see p. 57 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</li> </ul>
2D.6 Show or describe how your curriculum related to language acquisition considers community perspectives.	The ELM activity plans include book sharing and group activities to promote children’s oral language, vocabulary, and connect information to children’s own experiences. Language/Literacy - More practices for promoting Language/Literacy <ul style="list-style-type: none"> <li>Provide a wide range of books and other texts, including information books and storybooks that range in level of difficulty and topic. Include books related to children’s backgrounds, cultural experiences, and interests. Include books on topics children are currently exploring in the classroom and books made by children (see p. 23 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</li> </ul> Social Studies - Knowledge of physical and social environments <ul style="list-style-type: none"> <li>Community (beginning in Activity Plans Week 16)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

› 2.E—Early Literacy	Language/ Literacy
2E.2 Educators help children connect print to spoken word.	<p>Language/Literacy - Print knowledge</p> <ul style="list-style-type: none"> <li>• Parts of a book and how books work (Activity Plans Week 1)</li> <li>• Alphabet, letters, words (Activity Plans Week 6)</li> <li>• Words form sentences (Activity Plans Week 7)</li> </ul> <p>Additionally, ELM encourages staff to draw children’s attention to how the spoken word can become print when modeling writing (such as taking dictation on children’s work).</p>
2E.3 Some of the books available to children relate to current learning topics, themes, or activities.	<p>The ELM curriculum uses a shared book reading approach to encourage active child engagement of a book’s text and illustrations. ELM encourages programs to provide a wide range of books and other texts, including information books and storybooks that range in level of difficulty and topic; books related to children’s backgrounds, cultural experiences, and interests; books on topics children are currently exploring in the classroom, books made by children and audio books (see p. 23 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p>
2E.4 Writing materials and activities are readily available in art, dramatic play, and one or more other learning centers.	<p>Writing is a central part of activity plans and center activities included in many activity plans (see p. 23 in the <i>ELM Curriculum User Guide: 3–5 Years</i>). ELM recommends the following classroom arrangements:</p> <ul style="list-style-type: none"> <li>• Provide a distinct area for writing that is not used for other purposes. Include varieties of paper and writing tools, such as pencils, markers, colored pencils, chalk, and a whiteboard. Include one or more alphabet books in the writing area.</li> <li>• Provide writing materials in key areas, such as dramatic play (examples: order pads for a restaurant, prescription pads for a doctor’s office).</li> <li>• Display children’s writing attempts in the classroom.</li> </ul>
2E.5 Educators help children write the words and messages they are trying to communicate.	<p>Writing is a central part of activity plans and center activities included in many activity plans (see pp. 22–23 in the <i>ELM Curriculum User Guide: 3–5 Years</i>). ELM recommends the following teaching practices:</p> <ul style="list-style-type: none"> <li>• Establish a routine of children signing in for program attendance or signing up for a center or job on the job chart.</li> <li>• Encourage children to write their names on their work.</li> <li>• Provide regular opportunities (at least once or twice a week) for children to write and draw in their journals. Writing topics might include writing/drawing an idea from a book or an experience during a field trip.</li> <li>• Provide meaningful reasons for children to write, such as writing a note to a parent or peer.</li> <li>• Record children’s ideas by writing during group and individual activities (examples: writing words that start with a particular letter, writing a child’s description on a drawing).</li> </ul>
2E.6 Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.	<p>ELM recommends displaying posters and charts with text, such as labeled pictures from a recent field trip or classroom visitor as well as displaying staff dictation on children’s work. Additionally, ELM includes curriculum developed printable materials such as display pictures, posters, picture cards, letter and number cards to be used within activity plans and posted at eye level if classroom staff choose to do so (see p. 23 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

2E.7 Educators model the process of print writing.	<p>ELM activity plans regularly involve classroom staff modeling writing for children with charts and dictation. Staff are encouraged to draw children’s attention to how the spoken word can become print when modeling writing.</p> <p>Language/Literacy - Phonological awareness</p> <ul style="list-style-type: none"> <li>• Sounds We Heard (Activity Plans Week 1)</li> </ul> <p>Language/Literacy - Oral Language</p> <ul style="list-style-type: none"> <li>• Words We Understand (Activity Plans Week 2)</li> </ul>
2E.15 Show or describe two examples of ways you help children connect print to spoken word.	<p>Language/Literacy - Print and letter knowledge</p> <ul style="list-style-type: none"> <li>• Alphabet, letters, and words (Activity Plans Week 6)</li> <li>• Sentences (Activity Plans Week 7)</li> </ul>
2E.16 Show or describe how children have chances to retell or reenact events in storybooks.	<p>Language/Literacy - Repeated reading plans</p> <ul style="list-style-type: none"> <li>• Provide the book used in today’s reading plus any figures or manipulatives related to the book that children could use as props in retelling the book. Ask children what they remember about the book or to describe how they are using items related to the book (beginning in Activity Plan Week 2, Day 1 Center Activity).</li> </ul>
2E.17 Show two examples of lesson plans that link books to current learning topics, themes, or activities.	<p>Social-Emotional - Emotion knowledge</p> <ul style="list-style-type: none"> <li>• <i>The Way I Feel</i> by Janan Cain is used to define an emotion and provide a picture of a facial expression and body language associated with an emotion (beginning in Activity Plans Week 10).</li> </ul> <p>Self-Regulation - Concentration</p> <ul style="list-style-type: none"> <li>• <i>The ABCs of yoga for kids</i> by Teresa Anne Power is the primary resource used to illustrate yoga poses for young children, organized by letters of the alphabet (beginning in Activity Plans Week 11).</li> </ul>
2E.18 Show that writing materials or activities are readily available in three learning centers other than the writing center.	<p>Writing is a central part of activity plans and center activities included in many activity plans (see p. 22 in the <i>ELM Curriculum User Guide: 3–5 Years</i>). ELM recommends the following:</p> <ul style="list-style-type: none"> <li>• Provide writing materials in key areas, such as dramatic play (examples: order pads for a restaurant, prescription pads for a doctor’s office).</li> <li>• Encourage children’s use of writing tools during free play (examples: journals, sand trays (with letters to trace), whiteboards).</li> </ul> <p>Language/ Literacy - Oral language</p> <ul style="list-style-type: none"> <li>• Encourage children to look for letters they know in the classroom. As children find letters they know, invite them to write the letters on a clipboard. Be sure to positively recognize all forms of writing, including scribbles and letter-like scribbles (Activity Plan Week 37, Day 4 Center Activity).</li> </ul> <p>Physical/Health - Good health practices</p> <ul style="list-style-type: none"> <li>• Provide paper and drawing/writing tools. Encourage children to draw pictures of things to do to stay safe in one of the centers in your classroom (Activity Plan Week 26, Day 4 Center Activity).</li> </ul> <p>Science - Inquiry skills/ knowledge of earth and space</p> <ul style="list-style-type: none"> <li>• Provide plastic bones, paper, writing utensils, and toy dinosaurs in the block area. Encourage children to arrange the blocks to be part of a pretend area where scientists look for bones and other fossils. Encourage children to draw maps of where fossils were found (Activity Plan Week 46, Day 2 Center Activity).</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

2E.19 Show through lesson plans or activity schedules that children have daily opportunities to write or dictate their ideas.	The curriculum includes frequent, supportive opportunities for children to practice writing without an emphasis on correct letter formation. Language/ Literacy - Oral language/writing
2E.20 Show or describe how you help children write the words and messages they are trying to communicate.	<ul style="list-style-type: none"> <li>• Provide paper and writing tools for children to draw an item or book character(s) related to one of the novel words you review on the Words We Understand chart. Ask children to say the word they selected and to describe their drawing (Activity Plan Week 2, Day 3 Center Activity).</li> </ul> Social Studies - Knowledge of social and physical environments <ul style="list-style-type: none"> <li>• Invite children to use paper and writing tools in the writing center to write and/or draw a message for a pretend friend who is moving away (or has moved away) (Activity Plan Week 38, Day 4 Center Activity).</li> </ul> Language/Literacy - Letter knowledge/writing <ul style="list-style-type: none"> <li>• Writing in letter journals (Activity Plans Week 7)</li> </ul> Science - Inquiry skills <ul style="list-style-type: none"> <li>• Recording (writing down) information and ideas in science journal (Activity Plans Week 14)</li> </ul>
2E.21 Show that printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.	Language/Literacy - Print knowledge <ul style="list-style-type: none"> <li>• Writing words on chart paper:               <ul style="list-style-type: none"> <li>○ Sounds We Heard (Activity Plans Weeks 1 and 2)</li> <li>○ Words We Understand from repeated reading activities (Activity Plans Week 2)</li> </ul> </li> <li>• Letter cards and picture word cards (Activity Plans Week 7)</li> </ul>
2E.22 Show and describe two examples of how you model the process of print writing.	Language/Literacy - Writing <ul style="list-style-type: none"> <li>• Words We Understand from repeated reading activities (the staff member writing and restating each novel word on a chart; beginning in Activity Plans Week 2)</li> <li>• Demonstration of upper- and lower-case letter writing (Activity Plans Week 7)</li> </ul>
2E.23 Show one example of a lesson plan about how writing is used in daily life.	Language/Literacy - More practices for promoting Language/Literacy <ul style="list-style-type: none"> <li>• Everyday use of sign-in sheets for program attendance and participation in centers is recommended (see pp. 22-23 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</li> </ul>
<b>› 2.F—Early Mathematics</b>	<b>Mathematics</b>
2F.5 Children have chances to see and learn about number concepts.	Mathematics - Number knowledge <ul style="list-style-type: none"> <li>• Counting small groups (Activity Plans Week 2)</li> <li>• Identifying small quantities (Activity Plans Week 3)</li> <li>• Comparing groups (Activity Plans Week 16)</li> <li>• One-to-one counting (Activity Plans Week 8)</li> <li>• Last number counted (Activity Plans Week 11)</li> <li>• Numeral recognition (Activity Plans Week 13)</li> <li>• Basic addition (Activity Plans Week 21)</li> </ul>



**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

<p>2F.6 There are toys and other objects in the learning environment that children can categorize by shape, size, and color.</p>	<p>Mathematics - Geometric and spatial knowledge</p> <ul style="list-style-type: none"> <li>• Match shape cutouts to items in the classroom (Activity Plans Week 4)</li> <li>• Circles and squares come in a variety of sizes (Activity Plans Week 4)</li> <li>• Different sizes of triangles and rectangles (Activity Plans Week 5)</li> <li>• Sorting shapes of various sizes into baskets (Activity Plans Week 10)</li> <li>• Sorting and count items by color (Activity Plan Week 11, Day 3 Center Activity)</li> <li>• Making patterns with two different color cubes (Activity Plans Week 14)</li> </ul>
<p>2F.7 There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes.</p>	<p>Mathematics - Geometric and spatial knowledge (Activity Plans Week 4)</p> <ul style="list-style-type: none"> <li>• Circle, square, and triangle shape cutouts</li> <li>• Matching three-dimensional items to its correct shape (circle or square)</li> </ul>
<p>2F.8 Children have chances to recognize and name repeating patterns.</p>	<p>Mathematics - Pattern knowledge</p> <ul style="list-style-type: none"> <li>• Understand basic patterns (Activity Plans Week 14)</li> <li>• Create basic patterns (Activity Plans Week 15)</li> <li>• Create more complex patterns (Activity Plans Week 19)</li> </ul>
<p>2F.12 Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each).</p>	<p><b>Shapes:</b> shape cutouts (Activity Plans Week 4), pattern blocks (Activity Plans Week 6)  <b>Sizes:</b> different size shapes (Activity Plans Week 5), different size magnets (Activity Plans Week 4)  <b>Colors:</b> different color counters (Activity Plans Week 3), different color beads (Activity Plans Week 7)  <b>Visual Patterns:</b> clothing item with pattern (Activity Plans Week 14), picture cards (Activity Plans Week 14)</p>
<p>2F.13 Show or describe two examples of experiences or materials you provide that help children learn about number concepts.</p>	<p>Mathematics - Number knowledge (Activity Plans Weeks 2 and 3)</p> <ul style="list-style-type: none"> <li>• Counting items</li> <li>• Verbal counting</li> <li>• Groups of items</li> <li>• Number words</li> <li>• Concept of more</li> </ul>
<p>2F.14 Show two lesson plans in which children learn to understand basic concepts of geometry.</p>	<p>Mathematics - Geometric and spatial knowledge</p> <ul style="list-style-type: none"> <li>• Four basic shapes (Activity Plans Week 9)</li> <li>• Variations of four basic shapes (Activity Plans Week 10)</li> </ul>
<p>2F.15 Show two lesson plans in which children learn to understand repeating patterns.</p>	<p>Mathematics - Pattern knowledge (Activity Plans Weeks 19 and 20)</p> <ul style="list-style-type: none"> <li>• Simple patterns (ABAB)</li> <li>• Other kinds of patterns (AABAAB)</li> <li>• Identifying patterns</li> <li>• Making simple and other kinds of patterns</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

› 2.G—Science	Science
2G.3 There are at least two representations of data collection (e.g., through drawing or graphing) included in classroom displays.	Science - Inquiry skills <ul style="list-style-type: none"> <li>• Observing, describing and recording (beginning Activity Plans Week 3)</li> <li>• Children are invited to draw their science journals to represent and record what they observe (beginning Activity Plans Week 14)</li> </ul> Mathematics - Number knowledge <ul style="list-style-type: none"> <li>• Graphing (Activity Plans Week 36)</li> </ul>
2G.4 Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena.	Science - Inquiry skills <ul style="list-style-type: none"> <li>• Observing, describing, comparing, predicting, experimenting, recording (Activity Plans Weeks 3 and 4)</li> </ul>
2G.5 Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).	<b>Sight:</b> display photos (throughout the curriculum), magnifying glasses (Activity Plans Week 10) <b>Sound:</b> musical CDs (Activity Plans Week 1), instruments (Activity Plans Week 16) <b>Touch:</b> sponges with different textures (Activity Plan Week 6, Day 1), small items of different textures for a collage (Activity Plan Week 9, Day 3)
2G.8 Show two lesson plans that teach children about the structure and properties of matter.	Science - Inquiry skills <ul style="list-style-type: none"> <li>• Ice (Activity Plans Week 3)</li> <li>• Magnets (Activity Plans Week 4)</li> </ul>
2G.9 Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing).	Mathematics - Number knowledge <ul style="list-style-type: none"> <li>• Sorting, counting and organizing information on a chart (Activity Plans Week 29)</li> <li>• Sorting and organizing information on a chart (Activity Plans Week 30)</li> </ul>
2G.10 Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena.	Science - Inquiry skills <ul style="list-style-type: none"> <li>• Magnets (Activity Plans Week 4)</li> <li>• Five Senses (Activity Plans Week 8)</li> <li>• Tools (Activity Plans Week 10)</li> </ul>
2G.11 Show or describe two ways you teach children to learn and use science related vocabulary.	Science - Inquiry skills <ul style="list-style-type: none"> <li>• observe, record, describe, and scientist (Activity Plan Week 3, Day 1)</li> <li>• experiment, prediction (Activity Plan Week 3, Day 3)</li> <li>• magnifying glass (Activity Plan Week 10, Day 2)</li> </ul>
› 2.H—Technology	
2H.1 Show two lesson plans in which you use technology to enrich your curriculum.	Language/Literacy - Phonological awareness <ul style="list-style-type: none"> <li>• Listening to and identifying specific familiar sounds (<i>General Sound Effects</i> CD; Activity Plans Weeks 1 and 2)</li> </ul> Creative Expression - Appreciation of music and dance <ul style="list-style-type: none"> <li>• Concept of music and dance (<i>Best of Raffi</i> CD; Activity Plans Week 1)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

› 2.J—Creative Expression Appreciation for the Arts	Creative Expression
2J.1 Children have chances to appreciate culturally diverse visual arts in their learning environment.	ELM seeks to help children appreciate diversity in family traditions and cultures through book readings and family visits. Social Studies - Appreciation of individual and family diversity
2J.2 Children have chances to appreciate culturally diverse dramatic arts in their learning environment.	<ul style="list-style-type: none"> <li>• The ELM curriculum recommends the designation of an ongoing family culture shelf or protected space in the classroom for displaying visual arts such as photographs, artifacts, or items that represent family cultures. Families are also invited to the classroom to share family cultures and traditions through dramatic arts such as storytelling, special events or holidays (Activity Plans Week 9).</li> </ul>
2J.4 Children have chances to develop and practice art skills.	Creative Expression - Skills that support creative expression <ul style="list-style-type: none"> <li>• Creating art (Activity Plans Week 5)</li> <li>• Using art tools to create art (Activity Plans Week 6)</li> </ul>
2J.5 Children have chances to create both two- and three-dimensional art.	Creative Expression - Skills that support creative expression <ul style="list-style-type: none"> <li>• Using tools to create a painting, drawing, and sculpture (Activity Plans Week 7)</li> </ul>
2J.6 Show two lessons plans that help children appreciate visual arts from different cultures.	Social Studies - Appreciation of family diversity (Activity Plans Week 9) <ul style="list-style-type: none"> <li>• Families come from different cultures</li> <li>• Sharing something special from different family cultures (Family Culture Shelf)</li> <li>• Family members sharing special things about their families (Family Share Day)</li> </ul>
2J.7 Show two lessons plans that help children appreciate dramatic arts from different cultures.	
2J.9 Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts.	Creative Expression - Knowledge of creative processes <ul style="list-style-type: none"> <li>• Artist (Activity Plans Week 5)</li> <li>• Types of art (Activity Plans Week 5)</li> <li>• Art tools (Activity Plans Week 6)</li> <li>• Tools for painting, drawing, and sculpting (Activity Plans Week 7)</li> </ul>
2J.10 Provide two examples showing or describing how you teach vocabulary and/or concepts related to music.	Creative Expression - Knowledge of creative processes/ Skills that support creative expression <ul style="list-style-type: none"> <li>• Artist (Activity Plans Week 5)</li> <li>• Songs (Activity Plans Week 16)</li> <li>• Musical instruments (Activity Plans Weeks 16 and 17)</li> <li>• Marching band, instrumental music, and beat (Activity Plans Week 18)</li> <li>• Music (Activity Plans Week 24)</li> </ul>
2J.11 Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama.	Creative Expression - Knowledge of creative processes/skills that support creative expression <ul style="list-style-type: none"> <li>• Artist (Activity Plans Week 5)</li> <li>• Imitating (Activity Plans Weeks 29 and 31)</li> <li>• Pretending (Activity Plans Week 30)</li> <li>• Props (Activity Plans Week 31)</li> <li>• Telling stories (Activity Plans Week 41)</li> <li>• Using puppets (Activity Plans Week 42)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

2J.12 Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance.	Creative Expression - Knowledge of creative processes/skills that support creative expression <ul style="list-style-type: none"> <li>• Artist (Activity Plans Week 5)</li> <li>• Dance movements (Activity Plans Weeks 11 and 25)</li> <li>• Dancing (Activity Plans Week 24)</li> </ul>
2J.13 Show three examples of opportunities and materials you provide for children to create three-dimensional art.	Creative Expression - Skills that support creative expression <ul style="list-style-type: none"> <li>• Using clay or dough to create art (Activity Plan Week 7 Day 3)</li> </ul> Social Studies - Knowledge of social and physical environments <ul style="list-style-type: none"> <li>• Creating unique shoebox homes (Activity Plan Week 11, Days 4 and 5)</li> <li>• Creating geographic characteristics (Activity Plan Week 20, Day 5)</li> </ul>
<b>› 2.L —Social Studies</b>	<b>Social Studies</b>
2L.1 Children have chances to learn that families have a variety of family structures.	Social Studies - Appreciation of family diversity <ul style="list-style-type: none"> <li>• Family uniqueness (Activity Plans Week 5)</li> <li>• Special family activities (Activity Plans Weeks 6 and 7)</li> <li>• Grandparents and older family members (Activity Plans Weeks 7 and 8)</li> <li>• Different cultures (Activity Plans Week 9)</li> </ul>
2L.2 Children have chances to learn specific details about the actual community in which they live.	Social Studies - Knowledge of physical environments <ul style="list-style-type: none"> <li>• Places in the center neighborhood (Activity Plans Weeks 14 and 15)</li> <li>• Map of the center’s neighborhood (Activity Plans Week 15)</li> <li>• Community (Activity Plans Week 16)</li> </ul>
2L.3 Children have chances to learn about the physical and geographic characteristics of their local environment.	Social Studies - Knowledge of physical environments <ul style="list-style-type: none"> <li>• Characteristics of our community’s geography (Activity Plans Week 19)</li> <li>• Creating geographic characteristics found in our community (Activity Plans Weeks 20 and 21)</li> </ul>
2L.4 Children have chances to build a basic understanding of economic concepts.	Social Studies - Knowledge of social and physical environments/economy <ul style="list-style-type: none"> <li>• making and spending money (Activity Plans Week 35)</li> <li>• needs and wants, help for families (Activity Plans Week 36)</li> </ul>
2L.5 Show or describe two ways you help children learn about the diversity of family structure in society.	Social Studies - Appreciation of family diversity <ul style="list-style-type: none"> <li>• Family uniqueness (Activity Plans Week 5)</li> <li>• Different cultures (Activity Plans Week 9)</li> </ul>
2L.6 Show or describe two ways you help children learn about people with differing abilities.	Social Studies - Appreciation of individual diversity <ul style="list-style-type: none"> <li>• Unique (Activity Plans Week 3)</li> <li>• Abilities and adaptations (Activity Plans Week 4)</li> </ul>
2L.7 Show or describe two ways you help children learn about people of various ages (very young to elders) doing a wide range of jobs and/or activities.	Social Studies - Appreciation of family diversity <ul style="list-style-type: none"> <li>• Special family activities (Activity Plans Weeks 6 and 7)</li> <li>• Grandparents and older family members (Activity Plans Weeks 7 and 8)</li> </ul> Social Studies - Knowledge of social environments

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>• Rules for adults and laws (Activity Plans Week 26)</li> </ul>
2L.8 Show or describe two ways you help children learn specific details about the actual community in which they live.	<p>Social Studies - Knowledge of physical environments</p> <ul style="list-style-type: none"> <li>• Places in the center neighborhood (Activity Plans Weeks 14 and 15)</li> <li>• Map of the center’s neighborhood (Activity Plans Week 15)</li> <li>• Our community (Activity Plans Week 16)</li> </ul> <p>Social Studies - Knowledge of social environments</p> <ul style="list-style-type: none"> <li>• Rules for adults in our center (Activity Plans Week 26)</li> </ul>
2L.9 Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.	<p>Social Studies - Knowledge of physical environments</p> <ul style="list-style-type: none"> <li>• Characteristics of our community’s geography (Activity Plans Week 19)</li> <li>• Creating geographic characteristics found in our community (Activity Plans Weeks 20 and 21)</li> </ul>
2L.10 Show two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts.	<p>Social Studies - Knowledge of social and physical environments/economy</p> <ul style="list-style-type: none"> <li>• making and spending money (Activity Plans Week 35)</li> <li>• needs and wants, help for families (Activity Plans Week 36)</li> </ul>
2L.11 Show or describe two examples of how your program educates families on eco-healthy practices.	<p>Physical/Health - Good health practices</p> <ul style="list-style-type: none"> <li>• Germs (Activity Plans Weeks 1 and 2)</li> <li>• Healthy foods (Activity Plans Week 20)</li> </ul> <p>Social Studies - Knowledge of earth and space</p> <ul style="list-style-type: none"> <li>• Recycling (Activity Plans Week 43)</li> </ul> <p>Additionally, the ELM family resource provides tips for families to engage in outside of the classroom: Here are some options for helping your child learn about recycling: Point out recycle bins in your community. If your family recycles, encourage your child to sort recyclables from trash and place into a recycle bin. Show your child how to look for recycle symbols on containers. Look for products made from recycled materials (<i>Readiness Starts Early</i> Week 43).</p>
<b>Accreditation Assessment Items for Standard 3 —Teaching</b>	<b>3- 5 Years</b>
<b>› 3.A—Designing Enriched Learning Environments</b>	
3A.4 Show two classroom displays that have been created to help children reflect on and extend their learning.	<p>ELM recommends the following classroom arrangement:</p> <ul style="list-style-type: none"> <li>• Displaying posters and charts with text, such as labeled pictures from a recent field trip or from a classroom visitor as well as displaying staff dictation on children’s work (see p. 23 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</li> </ul> <p>Here are two activity plans that include classroom displays:</p> <p>Social Studies - Appreciation of family diversity/concepts of time</p> <ul style="list-style-type: none"> <li>• Special family activities (Activity Plans Week 6)</li> <li>• Yesterday, today, and tomorrow; morning and afternoon (pictures of activities; Activity Plans Week 31)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

<p align="center">› <b>3.B—Creating Caring Communities for Learning</b></p>	
<p>3B.1 Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.</p>	<p>Language/Literacy - Oral language The second of three repeated readings of a book with children focuses on children’s comprehension of information presented in the book, especially connections to children’s experiences (Activity Plan Week 2, Day 3). ELM recommends the following teaching practices for promoting Language/Literacy (see p. 23 in the <i>ELM Curriculum User Guide: 3–5 Years</i>):</p> <ul style="list-style-type: none"> <li>• Record children’s ideas by writing during group and individual activities (examples: writing words that start with a particular letter, writing a child’s description on a drawing).</li> <li>• Use routine activities, such as mealtimes, to further discuss children’s ideas about the day’s activities and reinforce children’s use of new words in conversation.</li> </ul>
<p align="center">› <b>3.D—Using Time, Grouping, and Routines to Achieve Learning Goals</b></p>	
<p>3D.2 Educators allow the right amount of time for children to smoothly transition from one activity to the next.</p>	<p>ELM provides suggestions for successfully facilitating children’s transitions from one activity to another, such as consistently providing a five-minute signal that center time or another play period is coming to an end (see p. 93 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p>
<p>3D.3 Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several days.</p>	<p>Social-Emotional - Relationship skills</p> <ul style="list-style-type: none"> <li>• Social problem-solving (Activity Plans Weeks 5 and 6)</li> </ul> <p>Self-Regulation - Self-control</p> <ul style="list-style-type: none"> <li>• Waiting patiently (Activity Plans Weeks 6 and 7)</li> </ul>
<p>3D.4 Show or describe two examples of how you organize time or space so children can play or work alone.</p>	<p>ELM encourages the use of a predictable daily schedule that offers a coordinated balance of teacher-guided and child-initiated activities (see pp. 91–92 in the <i>ELM Curriculum User Guide: 3–5 Years</i>). Therefore, each ELM activity plan suggests a center activity related to the topic being explored in a group session. The suggested center activity seeks to extend the focus of the group activity plan to children’s individual or small group play experiences.</p> <p>Creative Expression - Appreciation of music and dance</p> <ul style="list-style-type: none"> <li>• Display various materials that are regularly available to children for listening to or playing music. Demonstrate how to use items like a CD player, headphones, etc. so that children can enjoy music on their own in the classroom (Activity Plan Week 1, Day 2 Center Activity).</li> </ul> <p>Self-Regulation - Concentration</p> <ul style="list-style-type: none"> <li>• Supply simple puzzles. Encourage children to concentrate on the pieces as they put the puzzles together (Activity Plan Week 4, Day 1 Center Activity).</li> </ul>
<p>3D.5 Show two lesson plans that provide children with opportunities to engage in group projects.</p>	<p>Social-Emotional - Relationship skills</p> <ul style="list-style-type: none"> <li>• Creating a classroom quilt (Activity Plans Week 4)</li> </ul> <p>Social Studies - Knowledge of social and physical environments</p>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>• Creating unique shoebox homes (Activity Plans Week 11)</li> </ul>
3D.6 Show two lesson plans that provide children with opportunities to learn from one another.	<p>Social Studies - Appreciation of family diversity</p> <ul style="list-style-type: none"> <li>• Family uniqueness (Activity Plans Week 5)</li> <li>• Different cultures (Activity Plans Week 9)</li> </ul>
3D.7 Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several weeks.	<p>Language/Literacy - Phonological awareness</p> <ul style="list-style-type: none"> <li>• Compound words (Activity Plans Weeks 8–11)</li> </ul> <p>Social Studies - Knowledge of social and physical environments</p> <ul style="list-style-type: none"> <li>• Community helpers (Activity Plans Weeks 22–24)</li> </ul>
3D.8 Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of months.	<p>Language/Literacy - Phonological awareness</p> <ul style="list-style-type: none"> <li>• Beginning sounds (Activity Plans Weeks 17–23)</li> </ul> <p>Science - Knowledge of life cycles</p> <ul style="list-style-type: none"> <li>• Life cycles (Activity Plans Weeks 19–23)</li> </ul>
<b>› 3.E—Responding to Children’s Interests and Needs</b>	
3E.1 Teachers rearrange the classroom, when necessary, to help children explore new concepts or topics.	ELM learning experiences consist of a well-defined arrangement of practices, materials, and settings that build on children’s current skills and past experiences, and these learning experiences and settings are adapted to meet individual children's needs.
3E.2 Educators rearrange the classroom, when necessary, so children can continue doing an activity.	ELM offers guidance designed to help classroom staff adapt activities in support of children’s learning. Each activity plan includes two types of scaffolding tips. Extra support strategies offer children additional help, often by focusing on specific parts of an activity.
3E.3 Educators depart from planned activities if children show interest in a different topic or activity.	Enrichment tips offer ideas for adding challenge to an activity. Decisions about scaffolding tips can occur prior to offering an activity and during the here-and-now use of an activity (see p. 95 in the <i>ELM Curriculum User Guide: 3–5 Years</i> ).
3E.7 Educators sometimes customize learning experiences, based on their knowledge of the children’s social relationships.	ELM provides progress assessment procedures and child observation guidelines focused on foundation skills promoted in ELM. Each assessment and observation guide includes suggestions for follow-up learning supports that can be used to build on what a child (or a small group of children) already knows and is able to do. In each progress assessment and <i>Guide for Observing and Individualizing</i> there are two types of follow-up learning supports: 1) strategies that reinforce a child’s emerging understanding of the skill and 2) strategies that reintroduce the skill to support development. Staff members are to decide which strategy or strategies are appropriate for a child based on the results of assessments and observations and other informal knowledge of the child’s skills (see p. 100–106 in the <i>ELM Curriculum User Guide: 3–5 Years</i> ).
3E.8 Show or describe one example of a time you modified the class schedule, when necessary, to scaffold children’s learning.	
3E.9 Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children’s learning.	
3E.10 Show or describe one example of how you changed a planned activity or lesson if children showed interest in a different topic or activity.	

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

3E.13 Show or describe one example of how you have customized a learning experience based on your knowledge of a child’s ideas and interests.	
3E.14 Show or describe one example of how you have customized a learning experience, based on your knowledge of a child’s skills.	
<b>› 3.F—Making Learning Meaningful for All Children</b>	
3F.1 Educators have conversations with the children about their experiences.	<p>Language/Literacy - Oral language</p> <ul style="list-style-type: none"> <li>• The second of three repeated readings of a book with children focuses on children’s comprehension of information presented in the book, especially connections to children’s experiences (Activity Plan Week 2, Day 3).</li> </ul> <p>Social Studies - Appreciation of family diversity</p> <ul style="list-style-type: none"> <li>• Special family activities (Activity Plans Week 6)</li> </ul>
3F.2 Show two examples of classroom experiences you have created that involve members of children’s families.	<p>Social Studies - Appreciation of family diversity</p> <ul style="list-style-type: none"> <li>• Different cultures (Activity Plan Week 9, Day 4)</li> <li>• Differences and similarities of families in different cultures (Activity Plan Week 9, Day 5)</li> </ul>
<b>› 3.G—Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge</b>	
3G.1 As a child refines skills or gains a new skill, educators fine-tune their teaching support to advance that child’s further learning (scaffolding).	<p>Each activity plan offers scaffolding tips intended to help staff engage in the developmentally appropriate practice of offering challenging and achievable experiences for all children in the classroom. There are two types of scaffolding tips. Extra support strategies offer children additional help, often by focusing on specific parts of an activity. Enrichment tips offer ideas for adding challenge to an activity (see p. 95 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p>
3G.2 As a child refines skills or gains a new skill, educators advance that child’s further learning by making the activity a little more difficult (scaffolding).	
3G.7 Show one example of how you have made activities a little more difficult, as children refine skills or gain new skills, to advance each child’s further learning (scaffolding).	
3G.3 Educators use their knowledge of curriculum content to pose problems and ask questions that stimulate the children to think.	<p>The 10 effective developmentally appropriate teaching strategies recognized by NAEYC (1. acknowledge, 2. encourage, 3. give specific feedback, 4. model, 5. demonstrate, 6. create or add or reduce challenge, 7. ask questions, 8. give assistance, 9. provide information, 10. give directions) are purposefully embedded in learning activities to provide a sequenced mix of supports for children’s learning. Each</p>



**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

3G.4 Educators help children express their ideas about curriculum content and build on the meaning of their experiences.	activity plan is organized by action words such as Begin, Explain, Ask, Act. These action words and descriptions are connected to the developmentally appropriate teaching practices (see p. 95 in the <i>ELM Curriculum User Guide: 3–5 Years</i> ).
3G.5 Educators help children identify and use what they already know (prior knowledge).	
3G.6 Educators provide learning experiences that extend and challenge children’s current understanding of the world.	ELM recommends that children have frequent practice, review, and extension of emerging skills. ELM includes activity plans in selected areas of development (Mathematics, Social-Emotional, Physical/Health) that review and extend children’s current understanding (beginning in Activity Plans Week 37).
3G.8 Show one lesson plan that extends and challenges children’s current understanding of the world.	Physical/Health - Good health practices <ul style="list-style-type: none"> <li>• Where food come from (review/extend; Activity Plans Week 41)</li> </ul>
3G.9 Show or describe two examples of how you engage in collaborative inquiry with individual children and/or with small groups of children.	ELM recommends a small group configuration in selected activities throughout the curriculum. <p>Science - Inquiry skills</p> <ul style="list-style-type: none"> <li>• Five senses (Activity Plan Week 9, Day 2)</li> </ul> <p>Mathematics - Geometric and spatial knowledge</p> <ul style="list-style-type: none"> <li>• Sorting shapes (Activity Plans Week 9, Days 2 and 4)</li> </ul> <p>Additionally, ELM recommends assessments and follow-up learning plans be implemented individually or in small groups arrangements.</p> <p>Language/Literacy - Phonological awareness</p> <ul style="list-style-type: none"> <li>• Compound Words (Progress Assessment/Activity Plans Week 11)</li> </ul> <p>Mathematics - Number knowledge</p> <ul style="list-style-type: none"> <li>• One-to-one counting (Progress Assessment/Activity Plans Week 13)</li> </ul>
3G.10 Show or describe one lesson plan of a skill you taught by breaking it down into meaningful and achievable parts.	Social-Emotional - Relationship skills <ul style="list-style-type: none"> <li>• Asking someone to play (Activity Plans Weeks 1 and 2)</li> <li>• Social problem-solving (Activity Plans Weeks 5 and 6)</li> </ul>
<b>Accreditation Assessment Items for Standard 4 —Assessment of Child Progress</b>	<b>3-5 Years</b>
<ul style="list-style-type: none"> <li>› 4.A—Creating an Assessment Plan</li> <li>› 4.B—Using Appropriate Assessment Methods</li> <li>› 4.C—Identifying Children’s Interests and Needs and Describing Children’s Progress</li> <li>› 4.D—Adapting Curriculum, Individualizing Teaching, and Informing Program Development</li> </ul>	ELM provides adaptation, individualization, and assessment resources for programs serving preschool age children including scaffolding tips in each activity plan, progress assessments, observation guides, follow-up learning suggestions, examples of portfolio entries, and a progress reporting form.
	<p><b>Scaffolding Tips</b></p> <p>Each activity plan offers scaffolding tips intended to help staff engage in the developmentally appropriate practice of adapting learning experiences for children. There are two types of scaffolding tips. Extra support strategies offer children additional help, often by focusing</p>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

<p><b>› 4.E—Communicating with Families and Involving Families in the Assessment Process</b></p>	<p>on specific parts of an activity. Enrichment tips offer ideas for adding challenge to an activity. Decisions about scaffolding tips can occur prior to offering an activity and during the here-and-now use of an activity (see p. 95 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p>
	<p><b><i>Progress Assessments</i></b> ELM offers assessments of children’s progress in developing literacy and math skills that research indicates are strong predictors of long-term positive outcomes, including school readiness and academic achievement. Assessments are available for six literacy skills: compound words (Week 11), syllables (Week 16), initial sounds of familiar words (Week 23), blending the sounds of one syllable words (body-coda and onset-rime in Week 30), and letter knowledge (Week 43). Three math assessments are offered, each focused on counting skills: one-to-one counting and understanding the last number counted indicates how many (Week 13), recognizing and naming numerals (Week 22), and understanding the concept of “one more” (Week 27). Evaluation of a child’s assessment performance leads to one of three designations: Got It, Getting It, or Not Yet. Straightforward criteria for determining a designation are set forth in each assessment procedure. ELM provides printable forms for recording each child’s assessment performance. Each progress assessment offers two types of follow-up learning supports: strategies that reinforce a child’s emerging understanding of the skill and strategies that reintroduce the skill to support development. In the progress assessments, the reinforce activities are designed for children with a Got It or Getting It designation. The reintroduce activities are for children who do not demonstrate the skill (Not Yet). Lastly, each progress assessment plan offers examples of portfolio entries that vary by child skill level. The portfolio examples briefly describe assessment results or observation summaries and follow-up support plan (see pp. 101–102 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p>
	<p><b><i>Guides for Observing and Individualizing</i></b> ELM offers guidance for conducting focused observations of a child’s progress in acquiring foundation skills promoted by ELM. The guidance is described in several <i>Guides for Observing and Individualizing</i>. There are 24 guides, each specific to a foundation skill promoted by ELM. Each guide lists behaviors to observe. The behaviors represent dimensions of a foundation skill. Observation opportunities are suggested for each behavior. The opportunities generally involve different settings, including an ELM learning activity, center time, free play, cleanup, rest time, and meal and snack times where appropriate. Each guide offers two types of follow-up learning supports: strategies that reinforce a child’s emerging understanding of the skill and strategies that reintroduce the skill to support development. One <i>Guide for Observing and Individualizing</i> in each of the eight areas promoted by ELM offers examples of portfolio entries that vary by child skill level. The portfolio examples briefly describe assessment results or observation summaries and follow-up support plan (see pp. 102–104 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p>
	<p><b><i>ELM Snapshot of Child’s Progress</i></b> The <i>ELM Snapshot of Child Progress: 3–5 Years</i> form is a summary of assessments and observations conducted as well as planned follow-up supports on a specific child during a year, or a period of time determined by classroom staff. The Snapshot form provides classroom staff with an efficient reminder of individualized work with a child. The form is appropriate for sharing with families during conferences and other confidential exchanges (see p. 106 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p>
	<p>ELM provides <b>Benchmarks for Individualizing Children’s Learning Experiences</b> (see p. 101 in the <i>ELM Curriculum User Guide: 3–5 Years</i>)</p> <ol style="list-style-type: none"> <li>1) Focused observations and/or assessments are conducted approximately every four weeks for each child.</li> </ol>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>2) A child’s follow-up learning plan directly pertains to the content focus of observations or assessment.</li> <li>3) Follow-up learning plans provide precise information on how a child is to be supported.</li> <li>4) Children’s follow-up learning plans are implemented as intended in small groupings of children or one-to-one settings.</li> <li>5) A child’s follow-up plan is phased out, extended, or revised in response to a child’s progress.</li> </ul>
<b>Accreditation Assessment Items for Standard 7 —Families</b>	<b>3 – 5 Years</b>
<p>› <b>7.B—Sharing Information Between Staff and Families</b></p> <p>7B.2 Show or describe two examples of how you communicate at least weekly with the families of preschoolers, kindergartners, and school-agers about each child’s developmental milestones, individual activities, and shared caregiving issues.</p>	<p>ELM offers four curriculum-based resources to help classroom staff develop and maintain reciprocal relationships with families. The resources include family learning activity suggestions: <i>Readiness Starts Early</i>; weekly summaries of the classroom’s learning focus: <i>What Children Will Learn this Week</i>; examples of written portfolio descriptions of a child’s progress, and a summary of a child’s observed and assessed progress: <i>ELM Snapshot of Child Progress: 3-5 Years</i> (see pp. 107–108 in the <i>ELM Curriculum User Guide: 3–5 Years</i>).</p> <p>Additionally, ELM encourages communication with families when determining what skills to observe/assess. ELM suggests a second priority for observation are skills for which family members have particular interest or concern regarding the child.</p>