

**CROSSWALK: OREGON’S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

<b>Oregon’s Early Learning and Kindergarten Guidelines</b>	<b>Early Learning Matters (ELM) Curriculum: 3 – 5 Years</b> <a href="http://www.elmcurriculum.org">www.elmcurriculum.org</a>
<p>The process for this crosswalk</p> <ol style="list-style-type: none"> <li>1. Identifying and pairing of Oregon’s Early Learning domains to the ELM Preschool areas of development.</li> <li>2. Identifying and pairing of Oregon’s Early Learning subdomains to the ELM Preschool foundation skills.</li> <li>3. Identifying and pairing of Oregon’s Early Learning goals to ELM activity plan weeks/days, teaching strategies, and/or additional learning supports</li> </ol>	
<b>Approaches to Learning</b>	<b>Self-Regulation; Social Emotional</b>
<b>Emotional and Behavioral Self-Regulation</b>	<b>Self-control; Concentration; Emotion knowledge</b>
<p><b>Goal 1: Child manages emotions with increasing independence.</b></p>	<ul style="list-style-type: none"> <li>- Ways to feel better (Week 11)</li> <li>- Managing anger (Week 12)</li> <li>- Managing feelings (Weeks 47 and 48)</li> <li>- Deep breathing activities are interspersed across activity plans (Weeks 10, 14, 17, 20, 23, 29, 32, 35, 44, 45, 46, 47, 48, 49, 50) to help children slow down, focus attention, and become aware of thoughts, emotions, and actions.</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- model strong social-emotional skills by labeling your own emotions, objectively discussing problem-solving steps you use, and showing kindness and respect to adults and children</li> <li>- help a child say how he/she is feeling by jointly discussing different emotions in the poster of facial expressions (Week 10, Day 2)</li> <li>- accept children’s emotions (positive and negative) by showing awareness through verbalizations or gestures</li> </ul>
<p><b>Goal 2: Child follows rules and routines with increasing independence</b></p>	<ul style="list-style-type: none"> <li>- Routines (Week 1)</li> <li>- Rules (Week 2)</li> </ul>
<p><b>Goal 3: Child appropriately handles and takes care of materials</b></p>	<ul style="list-style-type: none"> <li>- Listening and talking (Week 3)</li> </ul> <p>Suggestions for successfully facilitating children’s transitions from activities (<i>ELM Curriculum User Guide: 3-5 Years</i> pp.93-94)</p> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Use a simple tool, such as carpet squares, to help children know their intended space during group time.</li> </ul>

**CROSSWALK: OREGON’S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Develop and use a consistent set of routines for circle time, including rituals for a greeting and a closing.</li> </ul>
<b>Goal 4: Child manages actions, words, and behavior with increasing independence</b>	<ul style="list-style-type: none"> <li>- Listening and talking (Week 3)</li> <li>- Sharing an item (Week 3)</li> <li>- Stop and think (Week 5)</li> <li>- Social problem solving (Weeks 5 and 6)</li> <li>- Waiting patiently (Weeks 6 and 7)</li> <li>- Managing anger (Week 12)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Act promptly to prevent a child’s breakdown in self-regulation (such as grabbing an item from another child) from escalating into a larger challenge by helping the child recognize his/her feelings and think about a good choice.</li> </ul>
<b>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</b>	Self-control; Concentration; Executive function
<b>Goal 1: Child demonstrates an increasing ability to control impulses</b>	<ul style="list-style-type: none"> <li>- Listening and talking (Week 3)</li> <li>- Stop and think (Week 5)</li> <li>- Waiting patiently (Weeks 6 and 7)</li> </ul>
<b>Goal 2: Child maintains focus and sustains attention with minimal trusted adult support.</b>	<ul style="list-style-type: none"> <li>- Paying attention (Week 4)</li> <li>- Focusing (Week 8)</li> <li>- Paying close attention (Week 9)</li> <li>- Looking closely (Weeks 20 and 45)</li> </ul> <p>To promote children’s concentration skills, ELM incorporates mindfulness strategies of deep breathing and yoga throughout the curriculum. Deep breathing activities are interspersed across activity plans (Weeks 10, 14, 17, 20, 23, 29, 32, 35, 44, 45, 46, 47, 48, 49, 50) to help children slow down, focus attention, and become aware of thoughts, emotions, and actions. Yoga poses are featured during 1–2 days of eight different weeks (Weeks 11, 14, 23, 29, 35, 46, 48, 50) to allow children to focus their attention on the sensations occurring within their bodies at a given moment in a given pose.</p>
<b>Goal 3: Child persists in tasks.</b>	<ul style="list-style-type: none"> <li>- Listening and talking (Week 3)</li> <li>- Paying attention (Week 4)</li> <li>- Stop and think (Week 5)</li> <li>- Waiting patiently (Weeks 6 and 7)</li> </ul>

**CROSSWALK: OREGON’S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<p>To promote children’s concentration skills, ELM incorporates mindfulness strategies of deep breathing and yoga throughout the curriculum. Deep breathing activities are interspersed across activity plans (Weeks 10, 14, 17, 20, 23, 29, 32, 35, 44, 45, 46, 47, 48, 49, 50) to help children slow down, focus attention, and become aware of thoughts, emotions, and actions. Yoga poses are featured during 1–2 days of eight different weeks (Weeks 11, 14, 23, 29, 35, 46, 48, 50) to allow children to focus their attention on the sensations occurring within their bodies at a given moment in a given pose.</p>
<p><b>Goal 4: Child holds information in mind and manipulates it to perform tasks.</b></p>	<p>To promote children’s executive function skills, ELM offers 12 different circle time games such as the <i>Freeze Game</i> throughout the curriculum beginning in Week 8 and repeated (Weeks 9, 12, 13, 15, 16, 18, 19, 21, 22, 24, 25, 27, 28, 30, 31, 33, 34, 36, 44-50) with incremental increases in challenge to:</p> <ul style="list-style-type: none"> <li>- focus on and remember a set of requests.</li> <li>- attend carefully to verbal or aural cues that signal when to carry out a particular action.</li> <li>- successfully switch an action when a rule changes.</li> </ul>
<p><b>Goal 5: Child demonstrates flexibility in thinking and learning.</b></p>	<ul style="list-style-type: none"> <li>- Describing a hidden object (Week 26)</li> </ul> <p>To promote children’s executive function skills, ELM offers 12 different circle time games such as the <i>Freeze Game</i> throughout the curriculum beginning in Week 8 and repeated (Weeks 9, 12, 13, 15, 16, 18, 19, 21, 22, 24, 25, 27, 28, 30, 31, 33, 34, 36, 44-50) with incremental increases in challenge to:</p> <ul style="list-style-type: none"> <li>- focus on and remember a set of requests.</li> <li>- attend carefully to verbal or aural cues that signal when to carry out a particular action.</li> <li>- successfully switch an action when a rule changes.</li> </ul>
<p><b>INITIATIVE AND CURIOSITY</b></p>	<p>Self-control; Personal responsibility</p>
<p><b>Goal 1: Child demonstrates initiative and independence.</b></p>	

**CROSSWALK: OREGON'S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

<p><b>Goal 2: Child shows interest in and curiosity about the world around them.</b></p>	<p>The ELM Curriculum provides opportunities for children to learn through responsive interactions and child-initiated, staff-led, and guided play learning experiences. ELM activities include the use of developmentally appropriate teaching strategies such as acknowledging children’s abilities and explorations and encouraging children’s curiosities and interests. Additionally, staff are encouraged to adapt and individualize all ELM activities to support meaningful learning by providing challenging and achievable experiences to each child.</p>
<p><b>CREATIVITY</b></p>	<p>Creative Expression- Skills that support creative expression</p>
<p><b>Goal 1: Child expresses creativity in thinking and communication.</b></p>	<ul style="list-style-type: none"> <li>- Forms of creative expression (Week 1)</li> <li>- Creative ideas (Week 2)</li> <li>- Creating art (Weeks 5-7)</li> <li>- Imitating (Weeks 29 and 31)</li> <li>- Pretending (Week 30)</li> <li>- Props (Week 31)</li> <li>- Designing books (Week 37)</li> <li>- Telling stories (Week 41)</li> <li>- Using puppets (Week 42)</li> </ul>
<p><b>Goal 2: Child uses imagination in play and interactions with others.</b></p>	
<p><b>Social-Emotional Development</b></p>	
<p><b>SENSES OF IDENTITY AND BELONGING</b></p>	<p>Emotion knowledge; Personal responsibility; Appreciation of individual and family diversity; Knowledge of social and physical environments</p>
<p><b>Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests</b></p>	<ul style="list-style-type: none"> <li>- Same and different (Weeks 1 and 2)</li> <li>- Unique (Weeks 1 and 3)</li> <li>- Abilities and adaptations (Week 4)</li> <li>- Making decisions (Week 33)</li> <li>- Making good choices (Week 34)</li> </ul> <p>Building on Activity Plans</p> <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</li> </ul>
<p><b>Goal 2: Child expresses confidence in own skills and positive feelings about self.</b></p>	

**CROSSWALK: OREGON'S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

<p><b>Goal 3: Child has a sense of belonging to family, community, and other groups.</b></p>	<ul style="list-style-type: none"> <li>- Family uniqueness (Week 5)</li> <li>- Special family activities (Weeks 6 and 7)</li> <li>- Grandparents and family members (Weeks 7 and 8)</li> <li>- Places in the center neighborhood (Week 14)</li> <li>- Community (Week 16)</li> </ul> <p>Building on Activity Plans:</p> <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.</li> <li>- Display children’s artwork and drawings in the classroom to help promote a sense of community within the group. Displaying children’s work also helps foster children’s self-esteem and respect for individual differences.</li> </ul>
<p><b>EMOTIONAL FUNCTIONING</b></p>	<p>Emotion knowledge</p>
<p><b>Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others.</b></p>	<ul style="list-style-type: none"> <li>- Different kinds of feelings and happy and silly (Week 10)</li> <li>- Sad and ways to feel better (Week 11)</li> <li>- Angry and managing anger (Week 12)</li> <li>- Bored (Week 13)</li> <li>- Disappointed and excited (Week 14)</li> <li>- Shy (Week 15)</li> <li>- Embarrassed (Week 16)</li> <li>- Loved (Week 17)</li> <li>- Disgusted (Week 18)</li> <li>- Proud (Week 19)</li> <li>- Scared and frustrated (Week 20)</li> <li>- Nervous (Week 21)</li> <li>- Lonely (Week 22)</li> <li>- Guilty (Week 23)</li> <li>- Thankful (Week 24)</li> <li>- Different emotions (Week 25)</li> <li>- Different situations, facial expressions, and emotions (Weeks 26 and 27)</li> <li>- Different emotions (review/extend) and managing feelings (review/extend) (Weeks 47 and 48)</li> </ul>

**CROSSWALK: OREGON'S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- model strong social-emotional skills by labeling your own emotions, objectively discussing problem-solving steps you use, and showing kindness and respect to adults and children</li> <li>- help a child say how he/she is feeling by jointly discussing different emotions in the poster of facial expressions (Week 10, Day 2)</li> <li>- accept children's emotions (positive and negative) by showing awareness through verbalizations or gestures</li> </ul>
<p><b>Goal 2: Child expresses care and concern toward others.</b></p>	<ul style="list-style-type: none"> <li>- Another person's view (Week 28)</li> <li>- Empathy (Weeks 29-31)</li> <li>- Another person's perspective (review/extend) and empathy (review/extend) (Week 49)</li> </ul>
<p><b>Goal 3: Child manages emotions with increasing independence.</b></p>	<ul style="list-style-type: none"> <li>- Ways to feel better (Week 11)</li> <li>- Managing anger (Week 12)</li> <li>- Managing feelings (Weeks 47 and 48)</li> <li>- Deep breathing activities are interspersed across activity plans (Weeks 10, 14, 17, 20, 23, 29, 32, 35, 44, 45, 46, 47, 48, 49, 50) to help children slow down, focus attention, and become aware of thoughts, emotions, and actions.</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- remind children of how Tucker the Turtle calms down (Week 12, Day 2)</li> <li>- remind children of key ideas in getting along with others and managing our emotions</li> <li>- help a child say how he/she is feeling by jointly discussing different emotions in the poster of facial expressions (Week 10, Day 2)</li> </ul>
<p><b>RELATIONSHIPS WITH A TRUSTED ADULT</b></p>	<p>Relationship skills</p>
<p><b>Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult.</b></p>	<p>To promote children's relationship skills, the ELM curriculum activities focus on a range of important aspects of getting along with others through intentional teaching including demonstrations, visuals, and focused discussions of books read aloud.</p> <ul style="list-style-type: none"> <li>- Types of play (Week 1)</li> <li>- Asking to play (Weeks 1, 2, and 44)</li> <li>- Sharing an item (Weeks 3 and 45)</li> </ul>
<p><b>Goal 2: Child engages in prosocial and cooperative behavior with trusted adult.</b></p>	

**CROSSWALK: OREGON’S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Cooperating (Weeks 4 and 45)</li> <li>- Social problem solving (Weeks 5, 6, and 46)</li> <li>- Being helpful (Weeks 7 and 50)</li> <li>- Being friendly (Weeks 8 and 50)</li> <li>- Compliments (Week 9)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- model strong social-emotional skills by labeling your own emotions, objectively discussing problem-solving steps you use, and showing kindness and respect to adults and children</li> <li>- respond promptly and sensitively to child signals of distress in order to foster child trust and confidence in the relationship with the caregiver</li> <li>- offer verbal praise for a child’s spontaneous demonstration of a target behavior such as waiting for a turn or initiating positive interactions with a peer</li> <li>- remind children of key ideas in getting along with others and managing our emotions</li> <li>- support children’s emerging friendships by acknowledging and encouraging play within pairs or small groups</li> </ul>
<b>RELATIONSHIPS WITH OTHER CHILDREN</b>	Relationship skills
<b>Goal 1: Child engages in and maintains positive interactions and relationships with other children.</b>	<ul style="list-style-type: none"> <li>- Sharing an item (Week 3)</li> <li>- Cooperating (Week 4)</li> <li>- Being helpful (Week 7)</li> <li>- Being friendly (Week 8)</li> <li>- Compliments (Week 9)</li> <li>- Sharing (review/extend) and cooperating (review/extend) (Week 45)</li> <li>- Being helpful(review/extend) and being friendly (review/extend) (Week 50)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- support children’s emerging friendships by acknowledging and encouraging play within pairs or small groups</li> </ul>
<b>Goal 2: Child engages in cooperative play with other children.</b>	<ul style="list-style-type: none"> <li>- Types of play and asking to play (Week 1)</li> <li>- Asking to play (Week 2)</li> <li>- Asking to play (review/extend) (Week 44)</li> </ul>

**CROSSWALK: OREGON'S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- support children’s emerging friendships by acknowledging and encouraging play within pairs or small groups</li> </ul>
<b>Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children.</b>	<ul style="list-style-type: none"> <li>- Sharing an item (Week 3)</li> <li>- Social problem solving (Weeks 5 and 6)</li> <li>- Sharing (review/extend) (Week 45)</li> <li>- Solving a problem (review/extend) and problem solutions (review/extend) (Week 46)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- provide informal coaching to a child faced with a problem by gently asking questions in the problem-solving chart posted in the classroom (Week 5, Day 3)</li> </ul>
<b>Language and Communication</b>	<b>Language/Literacy</b>
<b>ATTENDING AND UNDERSTANDING</b>	Oral language
<b>Goal 1: Child attends to communication and language from others.</b>	<p>ELM supports children’s understanding and use of oral language in multiple ways during ELM activities. Examples of these supports include:</p> <ul style="list-style-type: none"> <li>- opportunities to follow directions;</li> <li>- naming and labeling objects, people, and events;</li> <li>- describing observations, understandings, and ideas;</li> <li>- engaging in back-and-forth conversations;</li> <li>- understanding, comprehending, and interpreting a short book or passage read aloud (Weeks 2-43).</li> </ul> <p>ELM encourages staff to ask children questions during ELM activities to help children to focus on the topic, recall, and to engage in high-level thinking (e.g., thinking about why or how certain things work).</p>
<b>Goal 2: Child understands and responds to increasingly complex communication and language from others.</b>	
<b>COMMUNICATING AND SPEAKING</b>	
<b>Goal 1: Child varies the amount of information provided to meet the demands of the situation.</b>	
<b>Goal 2: Child understands, follows, and uses appropriate social and conversational rules.</b>	
<b>Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways.</b>	
<b>VOCABULARY</b>	Oral language
<b>Goal 1: Child understands and uses a wide variety of words for a variety of purposes.</b>	<ul style="list-style-type: none"> <li>- Word knowledge (Weeks 2-50)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <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> </ul>



**CROSSWALK: OREGON’S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<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> </ul>
<b>Goal 2: Child shows understanding of word categories and relationships among words.</b>	<ul style="list-style-type: none"> <li>- Rhyming words (Weeks 4-6)</li> <li>- Alphabet, letters, and words (Week 6)</li> <li>- Sentences (Week 7)</li> <li>- Compound words (Weeks 8-11)</li> </ul>
<b>Literacy</b>	<b>Language/Literacy</b>
<b>PHONOLOGICAL AWARENESS</b>	<b>Phonological awareness</b>
<b>Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.</b>	<ul style="list-style-type: none"> <li>- Single sounds (Week 1)</li> <li>- Several sounds (Week 2)</li> <li>- Sequence of sounds (Week 3)</li> <li>- Rhyming words (Weeks 4-6)</li> <li>- Compound words (Weeks 8-11)</li> <li>- Syllables (Weeks 13-16)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Use outdoor time to practice literacy skills children are learning. For example, road signs, such as “Stop” and “Curve,” can be added to a bike path. Signage provides a way to talk about letters and sounds as children learn to recognize familiar words. Playing the game I Spy offers opportunities to reinforce letters and sounds (example: I spy something that flies in the air and sings songs. It’s a /b/-/b/-/b/ . . . Yes, it’s a bird!).</li> </ul>
<b>PRINT AND ALPHABET KNOWLEDGE</b>	<b>Print knowledge; Letter knowledge</b>

**CROSSWALK: OREGON'S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

<p><b>Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</b></p>	<ul style="list-style-type: none"> <li>- Parts of a book and proper care of books (Week 1)</li> <li>- Alphabet, letters, words (Week 6)</li> <li>- Sentences (Week 7)</li> <li>- Building on Activity Plans:</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> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <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>	
<p><b>Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters.</b></p>	<ul style="list-style-type: none"> <li>- Alphabet, letters, and words (Week 6)</li> <li>- Letter B (Week 7)</li> <li>- Letter C (Week 8)</li> <li>- Letter O (Week 9)</li> <li>- Letter A (Week 10)</li> <li>- Letter B, C, O, and A (Week 11)</li> <li>- Review letters B, C, O, and A (Week 12)</li> <li>- Letter X (Week 13)</li> </ul>	<ul style="list-style-type: none"> <li>- Review letters Z, Q, I, U, and V (Week 42)</li> <li>- Letter assessment (Week 43)</li> <li>- Review of selected letters (Week 46-50)</li> </ul> <p>Building on Activity Plans:</p>

**CROSSWALK: OREGON'S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Letter S (Week 14)</li> <li>- Letter P (Week 15)</li> <li>- Review letters X, S, and P (Week 16)</li> <li>- Letter E (Week 17)</li> <li>- Letter H (Week 18)</li> <li>- Review letters X, S, P, E, and H (Week 19)</li> <li>- Letter M (Week 20)</li> <li>- Letter R (Week 21)</li> <li>- Letter F (Week 22)</li> <li>- Letters E, H, M, R, and F (Week 23)</li> <li>- Letter T (Week 24)</li> <li>- Letter W (Week 25)</li> <li>- Review letters M, T, R, F, and W (Week 26)</li> <li>- Letter D (Week 27)</li> <li>- Letter L (Week 28)</li> <li>- Letter N (Week 29)</li> <li>- Review letters D, L, and N (Week 30)</li> <li>- Letter G (Week 31)</li> <li>- Review letter D, L, N, and G (Week 32)</li> <li>- Letter K (Week 33)</li> <li>- Letter J (Week 34)</li> <li>- Letter Y (Week 35)</li> <li>- Review letters K, J, and Y (Week 36)</li> <li>- Letter Z (Week 37)</li> <li>- Letter Q (Week 38)</li> <li>- Letter I (Week 39)</li> <li>- Letter U (Week 40)</li> <li>- Letter V (Week 41)</li> </ul>	<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 transition activities as an opportunity for children to respond to questions (example: What did you see on the way to our center today?), as a way to reinforce understanding of letters and sounds (examples: What letter is this? What sound does it make?), and as a way to reinforce the meanings of new words (example: I'm thinking of a word that means small or little; it starts with /t/)</li> <li>- In one or more highly visible locations, put a high-quality alphabet chart along with laminated cards with one letter each (uppercase and lowercase forms). Provide templates that</li> </ul>
--	---	---

**CROSSWALK: OREGON’S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

		help children form letters, such as alphabet stencils, sandpaper letters, and rubber stamps. Provide laminated cards with children’s names and other familiar words.
<b>COMPREHENSION AND TEXT STRUCTURE</b>	Oral language	
<b>Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling.</b>	<ul style="list-style-type: none"> <li>- Understand, comprehend, interpret book text and illustrations (Weeks 2–43)</li> <li>- Author study (Carle): writing fiction books, creating illustrations (Week 44)</li> </ul>	
<b>Goal 2: Child asks and answers questions about a book that was read aloud.</b>	<ul style="list-style-type: none"> <li>- Author study (Cannon): writing fiction books, creating illustrations (Week 45)</li> </ul>	
<b>WRITING</b>	Print knowledge; Letter knowledge	
<b>Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks.</b>	<ul style="list-style-type: none"> <li>- Writing upper-case and lower-case letters in letter journals (beginning Week 7)</li> <li>- Recording (writing down) information and ideas in science journal (beginning Week 14- Science)</li> <li>- Building on Activity Plans: 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> </ul>	
<b>Mathematics</b>	<b>Mathematics</b>	
<b>COUNTING AND CARDINALITY</b>	Number knowledge	
<b>Goal 1: Child knows number names and the count sequence.</b>	<ul style="list-style-type: none"> <li>- Counting items/actions (1-to-1 counting; Weeks 1, 2, 6, 7, 8, 13, 20, 22, 23, 27, 28, 29, 41, and 46)</li> <li>- Verbal counting (Week 3)</li> <li>- Number words (Weeks 3 and 41)</li> <li>- Number after (Weeks 17 and 18)</li> </ul>	

**CROSSWALK: OREGON'S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Number list (Weeks 17, 18, 21, 22, and 23)</li> <li>- Number chart (Week 18)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Be specific about quantities when talking about groups of items. Example: Say “We need to pick these three books up off the floor,” rather than “Let’s pick these books up off the floor.” Using specific numbers may reinforce children’s number understanding.</li> <li>- Provide math-related games during center times. Games that involve dice encourage one-to-one counting. Linear board games may improve children’s developing concept of the number sequence (similar to the number list used in the activities). Dominoes can be a great way to work on one-to-one counting and comparing/ matching groups.</li> </ul>
<p><b>Goal 2: Child recognizes the number of objects in a small set.</b></p>	<ul style="list-style-type: none"> <li>- Groups of items (Weeks 2, 3, and 6)</li> <li>- Sorting and counting items (Weeks 11, 13, 20, 29, and 30)</li> <li>- Forming groups (Weeks 11, 12, and 17)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Be specific about quantities when talking about groups of items. Example: Say “We need to pick these three books up off the floor,” rather than “Let’s pick these books up off the floor.” Using specific numbers may reinforce children’s number understanding.</li> </ul>
<p><b>Goal 3: Child understands the relationship between numbers and quantities.</b></p>	<ul style="list-style-type: none"> <li>- Last number counted tells how many (cardinality; Weeks 11, 12, 13, 49, and 50)</li> <li>- Comparing groups (Weeks 13,16, and 42)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Be specific about quantities when talking about groups of items. Example: Say “We need to pick these three books up off the floor,” rather than “Let’s pick these books up off the floor.” Using specific numbers may reinforce children’s number understanding.</li> </ul>
<p><b>Goal 4: Child compares numbers.</b></p>	<ul style="list-style-type: none"> <li>- Equal groups (Week 8)</li> <li>- Comparing groups (Weeks 13, 16, and 42)</li> <li>- Organizing information on a chart (Week 29)</li> </ul>

**CROSSWALK: OREGON’S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Graphing (Weeks 36 and 50)</li> <li>- Number comparison words (Week 45)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Ask questions that invite children to respond with comparative language, such as fewer, more, less, many. “Are there more boys or girls in the room today?” “Whose glass has less milk in it?”</li> <li>- Make spontaneous comparisons throughout the day. Examples: “You have more grapes than I do!” “Whose block tower is taller? How do we know?”</li> </ul>
<p><b>Goal 5: Child associates a quantity with written numerals and begins to write numbers.</b></p>	<ul style="list-style-type: none"> <li>- Numerals 0,1,2,3, and 4 (Week 13)</li> <li>- Numerals 5,6,7, and 8 (Week 16)</li> <li>- Numerals 9 and 10 (Week 17)</li> <li>- Written numerals (assess) (Week 22)</li> <li>- Numerals 1-20 (Weeks 35 and 36)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Provide math-related games during center times. Games that involve dice encourage one-to-one counting. Linear board games may improve children’s developing concept of the number sequence (similar to the number list used in the activities). Dominoes can be a great way to work on one-to-one counting and comparing/ matching groups. Decks of playing cards also may help children to connect written numerals with sets of items as well as identifying which numbers mean more.</li> </ul>
<p><b>OPERATIONS AND ALGEBRAIC THINKING</b></p>	<p>Number knowledge; Pattern knowledge</p>
<p><b>Goal 1: Child understands addition as adding to and understands subtraction as taking away from.</b></p>	<ul style="list-style-type: none"> <li>- Concept of more (Week 3)</li> <li>- “More and fewer” (Week 6)</li> <li>- One more (Week 21)</li> <li>- One more (Week 23)</li> <li>- One more (assess) (Week 27)</li> <li>- Adding and taking away (Week 31)</li> <li>- Adding and subtracting (Weeks 32-34)</li> <li>- Adding (Week 36)</li> <li>- One more (review/extend) (Week 37)</li> </ul>

**CROSSWALK: OREGON’S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Adding (review/extend) (Week 39)</li> <li>- Subtracting (review/extend) (Week 40)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Ask questions that invite children to respond with comparative language, such as fewer, more, less, many. “Are there more boys or girls in the room today?” “Whose glass has less milk in it?”</li> </ul>
<b>Goal 2: Child understands simple patterns.</b>	<ul style="list-style-type: none"> <li>- Identifying and making ABAB patterns (Week 14)</li> <li>- Making and extending ABAB patterns (Week 15)</li> <li>- Simple patterns (ABAB), other kinds of patterns (AABAAB), and identifying patterns (Week 19)</li> <li>- Counting, sorting, and making simple and other kinds of patterns (Week 20)</li> <li>- Simple patterns (Week 35)</li> <li>- Patterns (review/extend) (Weeks 47 and 48)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- During transitions in and out of the classroom, have children line up by height (e.g., shortest to tallest) or in a pattern (e.g., boy-girl-boy-girl).</li> <li>- Make spontaneous comparisons throughout the day. Examples: “You have more grapes than I do!” “Whose block tower is taller? How do we know?”</li> </ul>
<b>NUMBERS AND OPERATIONS IN BASE TEN</b>	<b>Number knowledge</b>
Goal 1: Child works with numbers 11 to 19 to gain foundations for place value.	<ul style="list-style-type: none"> <li>- Numerals 1-20 (Weeks 35 and 36)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Provide math-related games during center times. Games that involve dice encourage one-to-one counting. Linear board games may improve children’s developing concept of the number sequence (similar to the number list used in the activities). Dominoes can be a great way to work on one-to-one counting and comparing/ matching groups. Decks of playing cards also may help children to connect written numerals with sets of items as well as identifying which numbers mean more.</li> </ul>
<b>MEASUREMENT AND DATA</b>	<b>Measurement knowledge; Number knowledge</b>
<b>Goal 1: Child measures objects by their various attributes using standard and non-standard</b>	<ul style="list-style-type: none"> <li>- Measuring and comparing size (Week 24)</li> <li>- Measuring length and height and Ruler (Week 25)</li> </ul>

**CROSSWALK: OREGON’S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

<p><b>measurement and uses differences in attributes to make comparisons.</b></p>	<ul style="list-style-type: none"> <li>- Measuring weight and scales (Week 26)</li> <li>- Length and height (Week 30)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Make spontaneous comparisons throughout the day. Examples: “Whose block tower is taller? How do we know?”</li> <li>- During transitions in and out of the classroom, have children line up by height (e.g., shortest to tallest) or in a pattern (e.g., boy-girl-boy-girl).</li> </ul>
<p><b>Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10).</b></p>	<ul style="list-style-type: none"> <li>- Groups of items (Weeks 2, 3, and 6)</li> <li>- Sorting and counting items (Weeks 11, 13, 20, 29, and 30)</li> <li>- Forming groups (Weeks 11, 12, and 17)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Ask questions that invite children to respond with comparative language, such as fewer, more, less, many. “Are there more boys or girls in the room today?” “Whose glass has less milk in it?”</li> <li>- Make spontaneous comparisons throughout the day. Examples: “You have more grapes than I do!” “Whose block tower is taller? How do we know?”</li> </ul>
<p><b>GEOMETRY AND SPATIAL SENSE</b></p>	<p><b>Geometric and spatial knowledge</b></p>
<p><b>Goal 1: Child identifies, describes, compares, and composes shapes</b></p>	<ul style="list-style-type: none"> <li>- Circle, square and triangle (Week 4)</li> <li>- Rectangles and triangles (Week 5)</li> <li>- Squares and triangles (Week 6)</li> <li>- Four basic shapes (Week 9)</li> <li>- Variations of four basic shapes (Week 10)</li> <li>- Shapes (Weeks 30 and 36)</li> <li>- Basic shapes (Week 35)</li> <li>- Shapes (review/extend) (Weeks 43 and 44)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- The outdoors provides many opportunities for children to engage in real world math. Children can also classify items that they find outside by categories (examples: color, shape, size).</li> </ul>
<p><b>Goal 2: Child explores the positions of objects in space.</b></p>	<p><b>Language/Literacy: Oral Language</b></p> <ul style="list-style-type: none"> <li>- Word knowledge including prepositions and relational words (Week 3)</li> </ul>



**CROSSWALK: OREGON'S EARLY LEARNING AND KINDERGARTEN GUIDELINES AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**