

**CROSSWALK: TEXAS EARLY LEARNING OUTCOMES FRAMEWORK (TX-ELOF) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

Texas Early Learning Outcomes Framework (TX-ELOF) Preschool	Early Learning Matters (ELM) Curriculum: 3 – 5 Years <a href="http://elmcurriculum.org">elmcurriculum.org</a>
<p>The process for this crosswalk</p> <ol style="list-style-type: none"> <li>1. Identifying and pairing of the TX-ELOF domains to the ELM 3-5 Years areas of development.</li> <li>2. Identifying and pairing of the TX-ELOF skills to the ELM 3-5 Years foundation skills.</li> <li>3. Identifying and pairing of the TX-ELOF outcomes to specific examples of activity plans, additional learning supports, and/or teaching strategies within ELM 3-5 Years curriculum.</li> </ol>	
Social and Emotional Development Domain	Social Studies; Self-Regulation; Social-Emotional; Physical/Health
Self-Concept	Positive sense of self; Appreciation for individual diversity; Self-control; Personal responsibility; Motor development
<p>PK3.I.A.1 Child is building competence in controlling own body movements. PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.</p>	<p>In the ELM curriculum Physical/Health area, there are descriptions of and practice with personal space and activity space to learn their boundaries. Children are encouraged to reflect on and increase their awareness of how parts of their body move in movement activities.</p> <ul style="list-style-type: none"> <li>- Walking and Marching (Weeks 4 and 5)</li> <li>- Catching and throwing (Weeks 17 and 18)</li> </ul>
<p>PK3.I.A.2 Child can identify own physical attributes and indicate some likes and dislikes when prompted. PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.</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>- Goal (Week 32)</li> </ul>
<p>PK3.I.A.3 Child begins to show awareness of own abilities. PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.</p>	<ul style="list-style-type: none"> <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>PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise. PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</p>	<ul style="list-style-type: none"> <li>- Stop and think (Week 5)</li> <li>- Goal (Week 32)</li> <li>- Making decisions (Week 33)</li> <li>- Making good choices (Week 34)</li> </ul>

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	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.	
<b>Behavioral Control</b>	Self-control; Concentration; Emotion knowledge	
PK3.I.B.1.a Child follows simple rules and routines when assisted by adults. PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults	<ul style="list-style-type: none"> <li>- Routines (Week 1)</li> <li>- Rules (Week 2)</li> <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> <li>- Develop and use a consistent set of routines for circle time, including rituals for a greeting and a closing.</li> </ul>	
PK3.I.B.1.b Child takes care of and manages classroom materials with adult assistance. PK4.I.B.1.b Child takes care of and manages classroom materials.	<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>	
PK3.I.B.1.c Child manages own behavior with adult guidance and assistance. PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.	<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>	
<b>Emotional Control</b>	Self-control; Concentration; Emotion knowledge	
PK3.I.B.2.a Child recognizes and expresses a range of emotions.	- Different kinds of feelings (Week 10)	- Proud (Week 19)

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<p>PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.</p>	<ul style="list-style-type: none"> <li>- Happy and silly (Week 10)</li> <li>- Sad (Week 11)</li> <li>- 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> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p>PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).</p> <p>PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.</p>		
<p>PK3.I.B.2.c Child manages intensity of emotions with adult assistance.</p> <p>PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.</p>	<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> </ul> <p>accept children’s emotions (positive and negative) by showing awareness through verbalizations or gestures</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> </ul>
<p><b>Control Attention</b></p>	<p><b>Self-control; Concentration</b></p>	
<p>PK3.I.B.3.a Child focuses attention on one task at a time but may not stay with it to completion.</p> <p>PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<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>	

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	<p>To promote children’s concentration skills, ELM incorporates mindfulness strategies of deep breathing and yoga throughout the curriculum.</p> <ul style="list-style-type: none"> <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> <li>- 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.</li> </ul>
<p>PK3.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time. PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.</p>	<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.</p> <ul style="list-style-type: none"> <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> <li>- 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.</li> </ul>
<p><b>Relationships with Others</b></p>	<p>Relationship skills; Emotional knowledge; Perspective-taking; Personal responsibility; Self-control</p>
<p>PK3.I.C.1 Child forms positive relationships with adults and peers. PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.</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> <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> </ul>

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	<ul style="list-style-type: none"> <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>
<p>PK3.I.C.2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.</p> <p>PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.</p>	<ul style="list-style-type: none"> <li>- Sharing an item (Weeks 3 and 45)</li> <li>- Being helpful (Weeks 7 and 50)</li> </ul> <p>To promote children’s personal responsibility, the ELM curriculum activities focus on the importance taking responsibility through specific scenarios, pictures, and books for children to discuss and practice opportunities. Topics include:</p> <ul style="list-style-type: none"> <li>- Making decisions (Week 33)</li> <li>- Making good choices (Week 34)</li> <li>- Staying safe (Weeks 35 and 36)</li> </ul>
<p>PK3.I.C.3 Child shows interest in peer play but may be less skilled in initiating and joining a group.</p> <p>PK4.I.C.3 Child shows competence in initiating social interactions.</p>	<ul style="list-style-type: none"> <li>- Types of play (Week 1)</li> <li>- Asking to play (Weeks 1, 2, and 44)</li> </ul>
<p>PK3.I.C.4 Child enjoys parallel and associative play with peers.</p> <p>PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.</p>	<ul style="list-style-type: none"> <li>- Sharing an item (Weeks 3 and 45)</li> <li>- Cooperating (Weeks 4 and 45)</li> </ul>
<p>PK3.I.C.5 Child seeks adult help when experiencing conflicts with another child.</p> <p>PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</p>	<ul style="list-style-type: none"> <li>- Social problem solving (Weeks 5, 6, and 46)</li> <li>- Sad and ways to feel better (Week 11)</li> <li>- Angry and managing anger (Week 12)</li> </ul> <p>Building on Activity Plans Social-Emotional:</p>

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	<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</li> </ul>
<p>PK3.I.C.6 Child responds with concern when a child or adult is distressed.</p> <p>PK4.I.C.6 Child demonstrates empathy and caring for others.</p>	<ul style="list-style-type: none"> <li>- Another person’s view (Week 28)</li> <li>- Empathy (Weeks 29-31)</li> </ul>
<p>PK3.I.C.7 Child interacts with peers and may have preferred friends.</p> <p>PK4.I.C.7 Child interacts with peers and has preferred friends.</p>	<ul style="list-style-type: none"> <li>- Asking to play (Weeks 1, 2, and 44)</li> <li>- Being helpful (Weeks 7 and 50)</li> <li>- Being friendly (Weeks 8 and 50)</li> </ul>
<b>Social Awareness</b>	<b>Emotion knowledge; Perspective-taking</b>
<p>PK3.I.D.1 Child shows interest in other people and their feelings.</p> <p>PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</p>	<ul style="list-style-type: none"> <li>- Different situations, facial expressions, and emotions (Weeks 26 and 27)</li> <li>- Another person’s view (Week 28)</li> <li>- Empathy (Weeks 29-31)</li> </ul>
<b>Emergent Literacy: Language and Communication Domain</b>	<b>Language/Literacy</b>
<b>Listening Comprehension</b>	<b>Oral language</b>
<p>PK3.II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.</p> <p>PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p> <p>PK3.II.A.2 Child shows understanding by following two-step verbal directions.</p> <p>PK4.II.A.2 Child shows understanding by following three-step verbal directions.</p>	<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>
<b>Speaking (Conversation)</b>	<b>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).</b>
<p>PK3.II.B.1 Child uses language to communicate basic needs and wants.</p> <p>PK4.II.B.1 Child uses language for multiple purposes.</p> <p>PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.</p>	

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PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.	
PK3.II.B.3 Child is able to communicate basic information in familiar social settings. PK4.II.B.3 Child provides appropriate information in various settings.	
PK3.II.B.4 Child begins to use appropriate language for different situations. PK4.II.B.4 Child matches language to social contexts.	
<b>Articulation</b>	<b>Oral language</b>
PK3.II.C.1 Child's speech is understood by familiar adults and peers. PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.	<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>
PK3.II.C.2 Child begins to mimic intonation of language through songs and fingerplay. PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.	<p><b><i>Creative expression- Skills that support creative expression</i></b></p> <p>ELM helps children broaden and deepen their understanding of music through a focus on different musical instruments, including children's voices. An activity plan explains how a song can be created by putting music and words together.</p> <ul style="list-style-type: none"> <li>- Musical instruments and songs (Week 16)</li> <li>- Music and dancing (Week 24)</li> <li>- Imitating (Weeks 29 and 31)</li> </ul>
<b>Vocabulary</b>	<b>Oral language</b>

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<p>PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p>PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p>	<p>ELM supports children’s understanding and use of oral language for varied purposes, including labeling objects, people, and events.</p>
<p>PK3.II.D.2 Child understands (receptive) the instructional language of the classroom.</p> <p>PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p>	<ul style="list-style-type: none"> <li>- Rules (Week 2)</li> </ul>
<p>PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p> <p>PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>	<p>ELM supports children’s understanding and use of oral language for varied purposes, including:</p> <ul style="list-style-type: none"> <li>- understanding, comprehending, and interpreting a short book or passage read aloud.</li> </ul>
<p><b>Sentences and Structure</b></p>	<p><b>Oral language</b></p>
<p>PK3.II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.</p> <p>PK4.II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p>	<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>
<p>PK3.II.E.2 Child begins to use regular plurals and regular past tense correctly.</p> <p>PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	
<p>PK3.II.E.3 Child uses simple sentence structures with at least one idea.</p> <p>PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.</p>	



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PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas. PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.	
<b>Emergent Literacy: Reading Domain</b>	<b>Language/Literacy</b>
<b>Motivation to Read</b>	
PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud. PK4.III.A.1 Child engages in story-related pre-reading activities.	Understand, comprehend, interpret book text and illustrations (Weeks 2–43) Author study (Carle): writing fiction books, creating illustrations (Week 44) Author study (Cannon): writing fiction books, creating illustrations (Week 45)
PK3.III.A.2 Child tells a story by looking at pictures or from memory. PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.	Understand, comprehend, interpret book text and illustrations (Weeks 2–43) Author study (Carle): writing fiction books, creating illustrations (Week 44) Author study (Cannon): writing fiction books, creating illustrations (Week 45)
PK3.III.A.3 Child notices and connects meaning to environmental print. PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.	<ul style="list-style-type: none"> <li>• Parts of a book and how books work (Week 1)</li> <li>• Alphabet, letters, words (Week 6)</li> <li>• Sentences (Week 7)</li> </ul> Building on Activity Plans: <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> </ul>
<b>Phonological Awareness</b>	<b>Phonological awareness</b>
PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed. PK4.III.B.1 Child identifies the individual words in a spoken sentence.	<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>- Beginning sounds (Weeks 17, 18, 20 - 23)</li> <li>- Blending two sounds (Weeks 24, 25, 27-30)</li> <li>- Initial sound (Week 26)</li> <li>- Taking away a sound (Week 31)</li> <li>- Ending sound (Weeks 33 and 34)</li> </ul>
PK3.III.B.2 Child begins to distinguish differences between similar-sounding words. PK4.III.B.2 Child distinguishes differences between similar-sounding words.	

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	<ul style="list-style-type: none"> <li>- Beginning and ending sounds (Week 35)</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>
<p>PK3.III.B.3 Child recognizes the individual words in a compound word.</p> <p>PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.</p>	<ul style="list-style-type: none"> <li>- Compound words (Weeks 8-11)</li> </ul>
<p>PK3.III.B.4 *Three-year olds do not typically develop word manipulation skills, so no outcome is included*</p> <p>PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.</p>	
<p>PK3.III.B.5 Child participates in oral syllabication activities.</p> <p>PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.</p>	<ul style="list-style-type: none"> <li>- Syllables (Weeks 13-16)</li> </ul>
<p>PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.</p> <p>PK4.III.B.6 Child identifies rhyming words.</p>	<ul style="list-style-type: none"> <li>- Rhyming words (Weeks 4-6)</li> </ul>
<p>PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.</p> <p>PK4.III.B.7 Child identifies alliterative words with pictorial support.</p>	<ul style="list-style-type: none"> <li>- Beginning sounds (Weeks 17, 18, 20 - 23)</li> </ul>
<p>PK3.III.B.8 Child participates in onset-rime blending activities (in English only).</p> <p>PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).</p>	<ul style="list-style-type: none"> <li>- Single sounds (Week 1)</li> <li>- Several sounds (Week 2)</li> <li>- Syllables (Weeks 13-16)</li> <li>- Beginning sounds (Weeks 17, 18, 20 - 23)</li> </ul>

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<p>PK3.III.B.9 *Three-year olds do not typically develop phonemic awareness, so no outcome is included*</p> <p>PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.</p>	<ul style="list-style-type: none"> <li>- Blending two sounds (Weeks 24, 25, 27-30)</li> <li>- Initial sound (Week 26)</li> <li>- Ending sound (Weeks 33 and 34)</li> <li>- Beginning and ending sounds (Week 35)</li> </ul>	
<p><b>Alphabet Knowledge</b></p>	<p><b>Print knowledge; Letter knowledge</b></p>	
<p>PK3.III.C.1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print). PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).</p>	<p>ELM introduces letters of the alphabet in the context of children’s experiences. For each letter, children are invited to: search for the letter in the child’s first name and another child’s name; identify the name of several pictured items that begin with the letter; find the letter in the classroom; think of other words that begin with the letter; connect the letter to the first letter of a word emphasized in other learning activities during or near the week the letter is introduced; learn the letter’s name, sound, and shape (both uppercase and lowercase); write as much of the letter as possible with the help of a letter card.</p>	
<p>PK3.III.C.2 Child identifies the letter associated with the sound of the first letter of his name.</p> <p>PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.</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 (Weeks 11 and 12)</li> <li>- Letter X (Week 13)</li> <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>- Review Letters E, H, M, R, and F (Week 23)</li> </ul>	<ul style="list-style-type: none"> <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 letters 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> <li>- Review letters Z, Q, I, U, and V (Week 42)</li> <li>- Letter assessment (Week 43)</li> <li>- Review selected letters (Weeks 46-50)</li> </ul>
<p>PK3.III.C.3 Child produces the correct sound for the first letter of his name.</p> <p>PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.</p>		

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	<ul style="list-style-type: none"> <li>- Letter T (Week 24)</li> <li>- Letter W (Week 25)</li> <li>- Review letters M, T, R, F, and W (Week 26)</li> </ul>	
<b>Comprehension of Text</b>	<b>Comprehension of Text</b>	
<p>PK3.III.D.1 Child re-enacts a story after it has been read aloud.</p> <p>PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.</p>	<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>	
<p>PK3.III.D.2 Child makes personal connections to books read aloud.</p> <p>PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p>	<p>ELM curriculum uses a shared book reading approach to encourage active engagement of book’s text and illustrations. ELM uses repeated reading of the same book to strengthen children’s understanding, comprehension, and interpretation of the book’s basic information (Weeks 2-43). ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children’s own experiences, and children’s interpretations of book characters, events, or other information.</p> <ul style="list-style-type: none"> <li>- Author study (Carle): writing fiction books, creating illustrations (Week 44)</li> <li>- Author study (Cannon): writing fiction books, creating illustrations (Week 45)</li> <li>- 18 Optional Repeated Reading Activity Plans</li> </ul>	
<p>PK3.III.D.3 Child asks and answers age-appropriate questions about a book.</p> <p>PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.</p>	<p>ELM curriculum uses a shared book reading approach to encourage active engagement of book’s text and illustrations. ELM uses repeated reading of the same book to strengthen children’s understanding, comprehension, and interpretation of the book’s basic information (Weeks 2-43).</p>	
<p>PK3.III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.</p>		

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<p>PK4.III.D.4 Child makes inferences and predictions about a text.</p>	<p>ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children’s own experiences, and children’s interpretations of book characters, events, or other information.</p> <ul style="list-style-type: none"> <li>- Author study (Carle): writing fiction books, creating illustrations (Week 44)</li> <li>- Author study (Cannon): writing fiction books, creating illustrations (Week 45)</li> <li>- 18 Optional Repeated Reading Activity Plans</li> </ul>
<p><b>Concepts of Print</b></p>	<p><b>Print knowledge</b></p>
<p>PK3.III.E.1 Child can distinguish between pictures and print. PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.</p>	<ul style="list-style-type: none"> <li>- Parts of a book and how books work (Week 1)</li> <li>- Alphabet, letters, words (Week 6)</li> <li>- Sentences (Week 7)</li> </ul>
<p>PK3.III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page). PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).</p>	
<p>PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters). PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p>	
<p><b>Emergent Literacy: Writing Domain</b></p>	<p><b>Language/Literacy; Creative Expression</b></p>
<p><b>Motivation to Write</b></p>	<p><b>Writing; Skills that support creative expression</b></p>
<p>PK3.IV.A.1 Child engages in free-choice drawing and writing activities. PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools. PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>	<ul style="list-style-type: none"> <li>- Forms of creative expression (Week 1)</li> <li>- Creative ideas (Week 2)</li> <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>- Designing books (Week 37)</li> <li>- Telling stories (Week 41)</li> </ul> <p>Building on Activity Plans Language/Literacy:</p>

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<p>Writing as a Process</p>	<ul style="list-style-type: none"> <li>- Encourage children to write their names on their work.</li> <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.</li> <li>- Provide regular opportunities (at least once or twice a week) for children to write and draw in their journals.</li> <li>- Provide meaningful reasons for children to write, such as writing a note to a parent or peers</li> <li>- Record children’s ideas by writing during group and individual activities</li> </ul> <p>Building on Activity Plans Science:</p> <ul style="list-style-type: none"> <li>- Provide clipboards, paper, and drawing tools to promote children’s skills in recording and representing their ideas in all areas of the classroom.</li> </ul>
<p>PK3.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting. PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>	
<p>PK3.IV.B.2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities. PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.</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> </ul>
<p>PK3.IV.B.3 Child shares written products with others. PK4.IV.B.3 Child shares and celebrates class-made and individual written products.</p>	
<p>Conventions in Writing</p>	<p>Writing; Letter knowledge</p>
<p>PK3.IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter). PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.</p>	<p>ELM introduces letters of the alphabet in the context of children’s experiences. For each letter, children learn the letter’s name, sound, and shape (both uppercase and lowercase); write as much of the letter as possible with the help of a letter card.</p>
<p>PK3.IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas. PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.</p>	
<p>PK3.IV.C.3 Child begins to write using letter-like forms.</p>	

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<p>PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.</p>	
<p>PK3.IV.C.4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page. PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).</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> </ul>
<p>PK3.IV.C.5 *There is not enough research to support the inclusion of a PK3 outcome* PK4.IV.C.5 Child begins to experiment with punctuation when writing.</p>	
<p><b>Mathematics Domain</b></p>	<p><b>Mathematics</b></p>
<p><b>Number Sense</b></p>	<p><b>Number knowledge</b></p>
<p>PK3.V.A.1 Child rote counts from 1 to 10. PK4.V.A.1 Child rote counts from 1 to 30. PK3.V.A.2 Child counts up to 5 objects with one- to-one correspondence. PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.</p>	<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> <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>- 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>PK3.V.A.3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p>	<ul style="list-style-type: none"> <li>- Last number counted tells how many (cardinality; Weeks 11, 12, 13, 49, and 50)</li> </ul>

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<p>PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p>	
<p>PK3.V.A.4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes). PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).</p>	<ul style="list-style-type: none"> <li>- Sorting and counting items (Week 11)</li> <li>- Sorting items (Week 13)</li> <li>- Sorting (Week 20,29,30)</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>PK3.V.A.5 Child recognizes numerals 0-5. PK4.V.A.5 Child recognizes numerals 0-10.</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 (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>PK3.V.A.6 Child represents quantities up to 5. PK4.V.A.6 Child represents quantities up to 10.</p> <p>PK3.V.A.7 *There is not enough research to support the inclusion of a PK3 outcome. PK4.V.A7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.</p>	<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> <li>- Number list (Weeks 17, 18, 21, 22, and 23)</li> <li>- Number chart (Week 18)</li> <li>- Sorting and counting items (Week 11)</li> </ul>



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	<ul style="list-style-type: none"> <li>- Sorting items (Week 13)</li> <li>- Sorting (Week 20,29,30)</li> </ul>
<p>PK3.V.A.8 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).</p> <p>PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).</p>	<ul style="list-style-type: none"> <li>- Concept of more (Week 3)</li> <li>- More and fewer (Week 6)</li> <li>- One more (Weeks 21, 23, 27, and 37)</li> <li>- Splitting a group of items into two parts (Part-whole; Weeks 27, 28, and 38)</li> <li>- Adding (Weeks 31 – 34, 36, and 39)</li> <li>- Taking away/Subtracting (Weeks 31- 34, 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> <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> <li>- The outdoors provides many opportunities for children to engage in real world math. Children can count items and compare groups of items in a fun setting.</li> </ul>
<b>Joining and Separating</b>	<b>Number knowledge</b>
<p>PK3.V.B.1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.</p> <p>PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.</p>	<ul style="list-style-type: none"> <li>- Concept of more (Week 3)</li> <li>- More and fewer (Week 6)</li> <li>- One more (Weeks 21, 23, 27, and 37)</li> <li>- Splitting a group of items into two parts (Part-whole; Weeks 27, 28, and 38)</li> <li>- Adding (Weeks 31 – 34, 36, and 39)</li> <li>- Taking away/Subtracting (Weeks 31- 34, 40)</li> </ul>
<p>PK3.V.B.2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.</p> <p>PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.</p>	
<b>Geometry and Spatial Sense</b>	<b>Geometry and spatial sense</b>
<p>PK3.V.C.1 Child names and describes common 2D shapes.</p> <p>PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.</p>	<ul style="list-style-type: none"> <li>- Circle, square, triangle (Week 4)</li> <li>- Rectangles and triangles (Week 5)</li> <li>- Squares and triangles (Week 6)</li> </ul>

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<p>PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives. PK4.V.C.2 Child creates shapes using materials and/or manipulatives.</p>	<ul style="list-style-type: none"> <li>- Variations of four basic shapes (Weeks 9 and 10)</li> <li>- Shapes (Weeks 30, 35, 36, 43, and 44)</li> </ul>
<p>PK3.V.C.3 Child begins to use language to describe position of objects. PK4.V.C.3 Child demonstrates use of position words.</p>	<ul style="list-style-type: none"> <li>- Word knowledge including prepositions and relational words (Week 3)</li> </ul>
<p>PK3.V.C.4 Child recognizes common shapes, regardless of size. PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.</p>	<ul style="list-style-type: none"> <li>- Circle, square, triangle (Week 4)</li> <li>- Rectangles and triangles (Week 5)</li> <li>- Squares and triangles (Week 6)</li> <li>- Variations of four basic shapes (Weeks 9 and 10)</li> <li>- Shapes (Weeks 30, 35, 36, 43, and 44)</li> </ul>
<p><b>Measurement</b></p>	<p><b>Measurement knowledge</b></p>
<p>PK3.V.D.1 Child understands that lengths of objects can vary and be compared. PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.</p>	<ul style="list-style-type: none"> <li>- Measuring and comparing size (Week 24)</li> <li>- Measuring length and height (Week 25)</li> <li>- Ruler (Week 25)</li> <li>- Measuring weight (Week 26)</li> <li>- Scales (Week 26)</li> <li>- Length and Height (Week 30)</li> </ul>
<p>PK3.V.D.2 Child begins to recognize capacity based on how much space exists within an object. PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.</p>	<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>PK3.V.D.3 Child understands that weights of objects can vary and be compared. PK4.V.D.3 Child recognizes and compares weights of objects.</p>	<ul style="list-style-type: none"> <li>- Concepts of time (Week 31 – 34)</li> </ul>
<p>PK3.V.D.4 Child shows awareness of the passage of time within a day. PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.</p>	<p>Building on Activity Plans Science:</p> <ul style="list-style-type: none"> <li>- Help children use a chart to record changes in the weather, temperature, changes in plants and/ or animals, and movement of the sun during the day.</li> </ul>
<p><b>Classification and Patterns</b></p>	<p><b>Pattern knowledge</b></p>
<p>PK3.V.E.1 Child sorts objects that are the same and different.</p>	<ul style="list-style-type: none"> <li>- Equal groups (Week 8)</li> </ul>

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<p>PK4.V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p>	<ul style="list-style-type: none"> <li>- Comparing groups (Week 13, 16, and 42)</li> <li>- Organizing information on a chart (Week 29)</li> <li>- Graphing (Weeks 36 and 50)</li> <li>- Number comparison words (Week 45)</li> </ul>
<p>PK3.V.E.2 Child participates in group activities of collecting data and organizing it into graphic representations. PK4.V.E.2 Child collects data and organizes it in a graphic representation.</p>	
<p>PK3.V.E.3 Child recognizes and duplicates patterns. PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.</p>	<ul style="list-style-type: none"> <li>- Identifying, making, and extending ABAB patterns (simple patterns; Weeks 14, 15, 19, 20, 35, 47, and 48)</li> <li>- Other kinds of patterns (AABAAB) (Weeks 19 and 20)</li> <li>- Identifying patterns (Week 19)</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> </ul>
<p><b>Science Domain</b></p>	<p><b>Science</b></p>
<p><b>Physical Science</b></p>	<p><b>Inquiry skills</b></p>
<p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p>	<ul style="list-style-type: none"> <li>- Observing, describing, comparing, predicting, experimenting, recording (Weeks 3 and 4)</li> <li>- Five senses (Weeks 8 and 9)</li> <li>- Tools (Week 10)</li> </ul> <p>Building on Activity Plans</p> <ul style="list-style-type: none"> <li>- Encourage children to explore their world by using their five senses. Example: “I see you are working with green clay. What does the clay smell like? What does the clay feel like?”</li> <li>- Provide clipboards, paper, and drawing tools to promote children’s skills in recording and representing their ideas in all areas of the classroom.</li> <li>- To help promote inquiry skills, plant a garden in the play yard or a small planter box. Encourage children to observe, describe, compare, predict, represent, and ask questions while using a hands-on approach to learning.</li> <li>- Help children use a chart to record changes in the weather, temperature, changes in plants and/ or animals, and movement of the sun during the day. The activity will promote children’s predictions and observations of patterns and change.</li> </ul>
<p>PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.</p>	
<p>PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</p>	
<p>PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p>	

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	<ul style="list-style-type: none"> <li>- Point out characteristics of natural habitats explored by children. Example: “Our playground has many different plants and trees. What kinds of animals might like to live here?”</li> </ul>
Life Science	Knowledge of living things; Knowledge of life cycles; Knowledge of habitats
PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.	<ul style="list-style-type: none"> <li>- Characteristics of living things (Week 12) <ul style="list-style-type: none"> <li>o Animals (Week 13)</li> <li>o Insects (Week 14)</li> <li>o Plants (Week 15)</li> </ul> </li> <li>- Life cycles <ul style="list-style-type: none"> <li>o People, Puppies and kittens (Week 19)</li> <li>o Chickens and Penguins (Week 20)</li> <li>o Frogs (Week 21)</li> <li>o Butterflies (Week 22)</li> <li>o Bean plant (Week 23)</li> </ul> </li> <li>- Animal habitats <ul style="list-style-type: none"> <li>o Water (Week 26)</li> <li>o Desert (Week 27)</li> <li>o Forest (Week 28)</li> <li>o Polar (Week 32)</li> <li>o Rainforest (Week 33)</li> <li>o Mountain (Week 34)</li> </ul> </li> <li>- Dinosaurs: characteristics, fossils, how scientists learn about dinosaurs (Weeks 46 and 47)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Provide opportunities for hands-on exploration of nature. Include regular observations of living things in their environment.</li> <li>- Encourage exploration of items and materials in new and different ways. Example: Add animals or natural items to the block center or water table.</li> <li>- Point out characteristics of natural habitats explored by children. Example: “Our playground has many different plants and trees. What kinds of animals might like to live here?”</li> </ul>
PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.	
PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.	
Earth and Space Science	Knowledge of earth and space

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<p>PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>	<ul style="list-style-type: none"> <li>- Earth and space                             <ul style="list-style-type: none"> <li>o Day and night (Week 38)</li> <li>o Weather (Week 39)</li> <li>o Seasons (Week 40)</li> <li>o Recycling (Week 43)</li> <li>o Soil (Week 44)</li> <li>o Rocks (Week 45)</li> </ul> </li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Help children use a chart to record changes in the weather, temperature, changes in plants and/ or animals, and movement of the sun during the day</li> <li>- Encourage daily recycling in your classroom to promote children’s awareness of responsible care of the earth.</li> </ul>
<p>PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.</p>	
<p>PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.</p>	
<p>PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.</p>	
<p><b>Social Studies Domain</b></p>	<p><b>Social Studies; Social Emotional</b></p>
<p>People Past and Present</p>	<p>Appreciation of individual and family diversity; Knowledge of social and physical environments; Personal responsibility</p>
<p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</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>PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.</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> </ul>
<p>PK4.VII.A.3 Child connects his life to events, time, and routines.</p>	

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	<ul style="list-style-type: none"> <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> </ul>
<b>Economics</b>	<b>Knowledge of social environments; Knowledge of social and physical environments</b>
PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.	The curriculum also gives attention to differences between needs and wants, and explains that some families may use food banks and soup kitchens when they do not have enough money to meet basic needs (Week 36)
PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.	<ul style="list-style-type: none"> <li>- Economy (Week 35 and 36)</li> </ul>
PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.	<ul style="list-style-type: none"> <li>- Community helper (Week 22-24)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Encourage role play with community helpers’ clothing, military uniforms and patches to help children gain a better understanding of the range of work roles in their community.</li> </ul>
<b>Geography</b>	<b>Knowledge of social and physical environments</b>
PK4.VII.C.1 Child identifies and creates common geographic features.	<ul style="list-style-type: none"> <li>- Neighborhood maps (Week 15)</li> <li>- City and Skyscraper (Week 17)</li> </ul>
PK4.VII.C.2 Child explores geography tools and resources.	<ul style="list-style-type: none"> <li>- Town, Farm, Barn and silo (Week 18)</li> <li>- Geography (Week 19, 20, 21)</li> <li>- Bridges (Week 19)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Promote a better understanding of the geography of your center’s community by providing a simple map and photographs of nearby buildings and spaces. Encourage children’s drawing of maps of their classroom, home, center, and community</li> </ul>
<b>Citizenship</b>	<b>Knowledge of social environments</b>
PK4.VII.D.1 Child identifies the United States and Texas flag.	<ul style="list-style-type: none"> <li>- American flag and the National anthem (Week 28)</li> </ul>
PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.	<ul style="list-style-type: none"> <li>- Pledge of Allegiance (Week 28)</li> </ul>

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<p>PK4.VII.D.3 The child engages in voting as a method for group decision-making.</p>	<ul style="list-style-type: none"> <li>- Voting (Weeks 29 and 30)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Support opportunities for children to vote during center play by providing slips of paper and a ballot box. Encourage children to vote with a show of hands during outdoor time when deciding on a game to play together or changes in the rules of a game.</li> </ul>
<p><b>Fine Arts Domain</b></p>	<p><b>Creative Expression</b></p>
<p><b>Arts</b></p>	<p><b>Knowledge of creative processes</b></p>
<p>PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.</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>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Emphasize the creative process rather than the final product when children create art.</li> <li>- Use clean recycled materials to encourage artistic expression. Examples: paper bags, egg cartons, craft tubes. Discuss how materials are used again rather than being thrown away.</li> <li>- In a nonjudgmental manner, point out differences in children’s artwork when they use the same materials in different ways. Example: “Raina used blue paint to make a bird with long flowing feathers. Connor used blue paint to make swirls of clouds in the sky.”</li> <li>- Invite families to create an art piece with children at home. Encourage children to share the art piece with others in your classroom. y Encourage children to use natural outdoor items to create art. Examples: leaves, sticks, flowers.</li> </ul>
<p>PK4.VIII.A.2 Child uses art as a form of creative self expression and representation.</p>	
<p>PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.</p>	
<p><b>Music</b></p>	<p><b>Skills that support creative expression; Knowledge of creative processes</b></p>

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<p>PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p>	<ul style="list-style-type: none"> <li>- Musical instruments (Week 16, 17, 18)</li> <li>- Songs (Week 18)</li> <li>- Marching band and beat (Week 18)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Encourage children to use music to accompany activities such as cleaning up, washing hands, or creating art.</li> <li>- Encourage small groups of children to create music and dance together. Several children can make music as several other children dance with the music.</li> </ul>
<p>PK4.VIII.B.2 Child responds to different musical styles through movement and play.</p>	<ul style="list-style-type: none"> <li>- Dance (Week 11, 24 and 25)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Encourage small groups of children to create music and dance together. Several children can make music as several other children dance with the music.</li> <li>- Encourage children to use dance or drama to transition from one activity to another activity. Example: “Let’s pretend to be our favorite animal as we take turns finding a seat on a carpet square.</li> </ul>
<p><b>Dramatic Expression</b></p>	<p><b>Knowledge of creative processes; Skills that support creative expression</b></p>
<p>PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.</p>	<ul style="list-style-type: none"> <li>- Imitating (Week 29, 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>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Use new experiences as opportunities to create art. Example: After taking children to a museum, park, or other area of interest, encourage children to create art or drama based on something they saw or heard.</li> <li>- Encourage children to use dance or drama to transition from one activity to another activity. Example: “Let’s pretend to be our favorite animal as we take turns finding a seat on a carpet square.</li> </ul>
<p><b>Physical Development Domain</b></p>	<p><b>Physical/Health</b></p>
<p>Gross Motor Development</p>	<p>Motor development</p>



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<p>PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling. PK4.IX.A.1 Child demonstrates coordination and balance in isolation.</p>	<ul style="list-style-type: none"> <li>- Walking (Weeks 4, 6, and 15)</li> <li>- Marching (Weeks 4 and 5)</li> <li>- Galloping (Weeks 6 and 37)</li> <li>- Hopping (Weeks 7, 37, and 43)</li> </ul>
<p>PK3.IX.A.2 Child engages in movement sequences with adult support. PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.</p>	<ul style="list-style-type: none"> <li>- Running (Week 14)</li> <li>- Jogging (Weeks 14 and 15)</li> <li>- Throwing (Weeks 16, 17, 39, and 40)</li> <li>- Catching (Weeks 17, 18, and 39)</li> <li>- Jumping and landing (Week 21 and 43)</li> <li>- Moving around obstacles (Week 29)</li> <li>- Skipping (Week 30)</li> <li>- Kicking a ball (Weeks 31 and 32)</li> <li>- Throwing a ball (Week 32)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Use a specific physical movement for helping children transition to/from an activity. Examples: “March to the sink to wash your hands when I say your name.” “Jump to the table.</li> <li>- Invite children to incorporate a specific physical movement into an existing outdoor game. Example: When playing hide-and-seek, invite children to gallop to their hiding spot.</li> <li>- Designate an outside area and target for throwing and kicking practice, perhaps alternating days so some are “throwing days” and others are “catching days.” Provide one or more boxes for children to use as targets.</li> <li>- Share with families the instructions for games played in physical activities. Example: Gallop and Get (Week 6, Day 5) may appeal to many families for use at home.</li> <li>- Provide cones during an outside time and encourage children to decide how they would like to use the cones. Examples: Walk around the cones, hop to one cone, run to the next, and gallop to a third cone.</li> </ul>
<p><b>Fine Motor Development</b></p>	<p><b>Motor development</b></p>
<p>PK3.IX.B.1 Child experiments with a variety of fine motor tasks but may lack strength and control.</p>	<p>ELM’s support of fine motor development occurs in activities offered in multiple areas of the curriculum. Holding up a specified number of fingers is a common request in math</p>

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<p>PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.</p>	<p>activities, particularly early in the curriculum. There are frequent opportunities to draw and write letters, and to move objects, such as counters, with fingers.</p>
<p>PK3.IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.</p>	<ul style="list-style-type: none"> <li>- Using tools to create art, painting, drawing, and sculpture (Weeks 6 and 7 – Creative Expression)</li> </ul>
<p>PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.</p>	<ul style="list-style-type: none"> <li>- Simple patterns (using blocks and beads; Weeks 19 and 20 Mathematics)</li> <li>- Fine motor skills (using clothespins and fingers; Week 25)</li> </ul>
<p><b>Personal Safety and Health</b></p>	<p><b>Good health practices</b></p>
<p>PK4.IX.C.1 Child practices good habits of personal safety.</p>	<ul style="list-style-type: none"> <li>- Safety rules and routines (Week 3)</li> <li>- Emergency procedures (Week 3)</li> <li>- Physical activity safety (Week 4)</li> <li>- Safe and not safe actions (Week 26)</li> <li>- Emergency safety (Week 26)</li> <li>- Vehicle safety (Weeks 27 and 48)</li> <li>- Bike safety (Weeks 27 and 48)</li> <li>- Sun safety (Week 33)</li> </ul>
<p>PK4.IX.C.2 Child practices good habits of personal health and hygiene.</p>	<ul style="list-style-type: none"> <li>- Handwashing (Week 1)</li> <li>- Germs (Weeks 1 and 2)</li> <li>- Oral health (Week 11)</li> </ul>
<p>PK4.IX.C.3 Child identifies good habits of nutrition and exercise.</p>	<ul style="list-style-type: none"> <li>- Five different kinds of healthy foods (Weeks 20 and 42)</li> <li>- Healthy foods (Weeks 24 and 25)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Acknowledge children’s good health practices. Examples: “There is something from all the types of food on your plate.”</li> </ul>
<p><b>Technology Applications Domain</b></p>	
<p><b>Technology and Devices</b></p>	
<p>No PK3 outcomes for this domain of learning. PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.</p>	
<p>No PK3 outcomes for this domain of learning. PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.</p>	

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No PK3 outcomes for this domain of learning. PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.	
No PK3 outcomes for this domain of learning. PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.	
No PK3 outcomes for this domain of learning. PK4.X.A.5 Child practices safe behavior while using digital tools and resources.	