CROSSWALK: MARYLAND EARLY LEARNING STANDARDS AND EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL

(10/06/2026)

Maryland Early Learning Standards	Early Learning Matters (ELM) Curriculum: 3-5 Years www.elmcurriculum.org
The process for this crosswalk 1. Identifying and pairing of Maryland Early Learning domains to ELM Curriculum areas of development. 2. Identifying and pairing of Maryland Early Learning standards to specific examples of ELM Curriculum activity plans, teaching strategies, and/or additional learning supports. Each foundation skill is promoted across multiple blocks of activity plans, however, only one or two examples are provided for ease in readability.	
Social and Emotional Development	**Social-Emotional**
SE.RA: Relationships with Adults	**Relationship Skills**
SE.RA.1 Initiates and engages in interactions with familiar adults.	• Initiating play (Weeks 1–2,44) • Sharing and taking turns (Weeks 3, 44) • Cooperating (Weeks 4, 45) • Social problem-solving (Weeks 5–6, 46) • Helping others (Weeks 7, 50) • Being friendly (Weeks 8, 50) • Offering compliments (Week 9)
SE.RA.2 Develops close relationships with familiar adults who provide consistent care	
SE.RC: Relationships with Children	**Relationship Skills**
SE.RC.1 Initiates and engages in interactions with other children.	• Initiating play (Weeks 1–2,44) • Sharing and taking turns (Weeks 3, 44) • Cooperating (Weeks 4, 45) • Social problem-solving (Weeks 5–6, 46) • Helping others (Weeks 7, 50) • Being friendly (Weeks 8, 50) • Offering compliments (Week 9)
SE.RC.2 Develops relationships with peers through interactions over time.	
SE.RC.3 Engages in play with other children.	• Initiating play (Weeks 1–2,44) • Sharing and taking turns (Weeks 3, 44)

	• Cooperating (Weeks 4, 45)
SE.EF: Emotional Functioning	**Emotion knowledge; Perspective-taking**
SE.EF.1 Develops an understanding of one's own emotions. SE.EF.2 Develops an understanding of the emotions of others.	• Different kinds of feelings and happy and silly (Week 10) • Sad and ways to feel better (Week 11) • Angry and managing anger (Week 12) • Bored (Week 13) • Disappointed and excited (Week 14) • Shy (Week 15) • Embarrassed (Week 16) • Loved (Week 17) • Disgusted (Week 18) • Proud (Week 19) • Scared and frustrated (Week 20) • Nervous (Week 21) • Lonely (Week 22) • Guilty (Week 23) • Thankful (Week 24) • Different emotions (Week 25) • Different situations, facial expressions, and emotions (Weeks 26 and 27)
SE.EF.3 Responds with care and concern toward others	• Another person's view (Weeks 28, 49) • Empathy (Weeks 29–31, 49)
SE.SR: Emotional Self-Regulation	**Emotion knowledge; Perspective-taking**
SE.SR.1 Develops the ability to manage own emotions and their expression.	• Different kinds of feelings and happy and silly (Week 10) • Sad and ways to feel better (Week 11) • Angry and managing anger (Week 12) • Bored (Week 13) • Disappointed and excited (Week 14) • Shy (Week 15) • Embarrassed (Week 16)

	• Loved (Week 17) • Disgusted (Week 18) • Proud (Week 19) • Scared and frustrated (Week 20) • Nervous (Week 21) • Lonely (Week 22) • Guilty (Week 23) • Thankful (Week 24) • Different emotions (Week 25) • Different situations, facial expressions, and emotions (Weeks 26 and 27) • Empathy (Weeks 29–31, 49)
Sense of Identity and Belonging	**Social Studies** - Respecting Individual Differences; Knowledge of physical environments
SE.IB.1 Develops an understanding of self in relation to others.	• Same and different/Unique (Weeks 1-3) • Abilities and Adaptabilities (Week 4)
SE.IB.2 Expresses comfort and a sense of belonging with their family and other familiar people.	• Family differences and special family activities (Weeks 5-7) • Grandparents and older family members (Weeks 7-8) • Neighborhoods, places in a neighborhood, and neighborhood maps (Weeks 13-15) • Community (Week 16)
Approaches to Learning	**Self-Regulation; Social-Emotional; Creative Expression;**
ATL.1C: Initiative and Curiosity	Self-control; Personal Responsibility; Knowledge of social and physical environments; Knowledge of creative processes
ATL.IC.1 Shows initiative in interactions, routines, play, and other experiences.	**Self-Regulation** • thinking before acting and resisting temptations (Week 5) **Social-Emotional** • Goal (Week 32) • Making decisions (Week 33) • Making good choices (Week 34)

ATL.IC.2 Shows curiosity and interest when engaging with new objects, people, and experiences.	**Social Studies** • Types of homes/characteristics (Weeks 10-12) • Neighborhoods, places in a neighborhood, and neighborhood maps (Weeks 13-15) • Community (Week 16) • Cities and Skyscrapers (Week 17) • Towns and farms (Week 18) • Geography (Weeks 19-20) • Geographic characteristics (Week 21) • Community helpers (Weeks 22-24)
ATL.IC.3 Shows engagement and interest in play.	**Creative Expression** • Artist (Week 5) • Imitating (Weeks 29 and 31) • Pretending (Week 30) • Props (Week 31) • Telling stories (Week 41) • Using puppets (Week 42)
ATL.EF: Executive Functioning	**Self-Control; Concentration; Executive Function**
ATL.EF.1 Develops the ability to persist in actions and behaviors.	• Listening and waiting for a turn (Week 3) • Stop and think (Week 5) • Wait patiently (Weeks 6-7)
ATL.EF.2 Develops the ability to keep information in mind active for immediate use (working memory).	• Describing a hidden item (Week 26) To promote children's executive function skills, ELM offers 12 different circle time games such as the Freeze Game 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: • focus on and remember a set of requests. • attend carefully to verbal or aural cues that signal when to carry out a particular action.

ATL.EF.3 Develops the ability to manage impulses and reactions (inhibitory control)*.	• Listening and waiting for a turn (Week 3) • Stop and think (Week 5) • Wait patiently (Weeks 6-7)
ATL.EF.4 Develops the ability to maintain attention and focus (sustained attention). ATL.EF.5 Develops flexibility in attention, actions, and behaviors (cognitive flexibility).	• Concentration on a puzzle, breathing (Week 4) • Focusing (Week 8) • Paying close attention (Week 9) • Deep breathing with props (beginning in Week 10) • Yoga poses (beginning in Week 11)
Language and Literacy	**Language/Literacy**
L.LU: Listening and Understanding	**Oral Language**
L.LU.1 Attends and responds to others and develops the ability to engage in joint attention with another person. L.LU.2 Understands and follows directions. L.LU.3 Understands increasingly complex sentences and utterances.	ELM supports children's understanding and use of oral language in multiple ways during ELM activities. Examples of these supports include: - opportunities to follow directions; - naming and labeling objects, people, and events; - describing observations, understandings, and ideas; - engaging in back-and-forth conversations; - understanding, comprehending, and interpreting a short book or passage read aloud (Weeks 2-43). 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). Building on Activity Plans – Promote give-and-take conversations with individuals or groups of children by using open-ended questions focused on children's interests or comments.
L.CS: Communicating and Speaking	**Oral Language**

<table>
<tr><td>L.CS.1 Uses increasingly complex grammar to communicate.</td><td rowspan="4">ELM supports children’s understanding and use of oral language in multiple ways during ELM activities.
Examples of these supports include:
- opportunities to follow directions;
- naming and labeling objects, people, and events;
- describing observations, understandings, and ideas;
- engaging in back-and-forth conversations;
- understanding, comprehending, and interpreting a short book or passage read aloud (Weeks 2-43).
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).
Building on Activity Plans
– Promote give-and-take conversations with individuals or groups of children by using open-ended questions focused on children’s interests or comments</td></tr>
<tr><td>L.CS.2 Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.</td></tr>
<tr><td>L.CS.3 Develops the capacity to speak or sign clearly.</td></tr>
<tr><td>L.CS.4 Learns to engage in conversation.</td></tr>
<tr><td>L.VO: Vocabulary</td><td>Oral Language</td></tr>
<tr><td>L.VO.1 Understands an increasing number and variety of words heard in familiar environments, play, and routines.</td><td rowspan="3">• Word knowledge (Weeks 2-50)
• Rhyming words (Weeks 4-6)
• Alphabet, letters, and words (Week 6)
• Sentences (Week 7)
• Compound words (Weeks 8-11)
Building on Activity Plans
– Use routine activities, such as mealtimes, to further discuss children’s ideas about the day’s activities and reinforce children’s use of new words in conversation.
– Provide a wide range of books and other texts, including information books and storybooks that range in level of difficulty and topic. Include books related to children’s backgrounds, experiences, and interests. Include books on topics children are currently exploring in the classroom and books made by children. Include recorded books</td></tr>
<tr><td>L.VO.2 Uses an increasing number and variety of words when communicating with others.</td></tr>
<tr><td>L.VO.3 Uses an increasing number of words to describe people and objects in the environment.</td></tr>
<tr><td>L.EL: Early Literacy</td><td>Print knowledge and Phonological awareness</td></tr>
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<tr><td>L.EL.1 Interacts with books, developing an understanding of book-handling behaviors and print conventions.</td><td colspan="2">Parts of a book and how books work (Week 1)
Alphabet, letters, words (Week 6)
Words form sentences (Week 7)</td></tr>
<tr><td>L.EL.2 Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.</td><td colspan="2"></td></tr>
<tr><td>L.EL.3 Understands meaning communicated through stories, pictures, and informational books.</td><td colspan="2">Word knowledge (Weeks 2-43, 46-50)
The ELM curriculum uses a shared book reading approach to encourage active child engagement of a book’s text and illustrations. ELM encourages programs to provide a wide range of books and other texts, including information books and storybooks that range in level of difficulty and topic; books related to children’s backgrounds, experiences, and interests; books on topics children are currently exploring in the classroom, books made by children and audio books.</td></tr>
<tr><td>L.EL.4 Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.</td><td colspan="2"></td></tr>
<tr><td>L.EL.5 Develops ability to recognize highly familiar text and a few letters.</td><td>Alphabet, letters, and words (Week 6)
Letter B (Week 7)
Letter C (Week 8)
Letter O (Week 9)
Letter A (Week 10)
Letter B, C, O, and A (Weeks 11 and 12)
Letter X (Week 13)
Letter S (Week 14)
Letter P (Week 15)
Review letters X, S, and P (Week 16)
Letter E (Week 17)
Letter H (Week 18)
Review letters X, S, P, E, and H (Week 19)</td><td>Letter W (Week 25)
Review letters M, T, R, F, and W (Week 26)
Letter D (Week 27)
Letter L (Week 28)
Letter N (Week 29)
Review letters D, L, and N (Week 30)
Letter G (Week 31)
Review letters D, L, N, and G (Week 32)
Letter K (Week 33)
Letter J (Week 34)
Letter Y (Week 35)
Review letters K, J, and Y (Week 36)
Letter Z (Week 37)</td></tr>
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<tr><td></td><td>Letter M (Week 20)
Letter R (Week 21)
Letter F (Week 22)
Review Letters E, H, M, R, and F (Week 23)
Letter T (Week 24)</td><td>Letter Q (Week 38)
Letter I (Week 39)
Letter U (Week 40)
Letter V (Week 41)
Review letters Z, Q, I, U, and V (Week 42)
Letter assessment (Week 43)
Review selected letters (Weeks 46-50)</td></tr>
<tr><td>L.EL.6 Develops an understanding of the sounds that make up words (phonological awareness).</td><td colspan="2">Sounds (Weeks 1-3)
Rhyming words (Weeks 4-6)
Compound words (Weeks 8- 11)
Syllables (Weeks 13-16)
Beginning sounds (Weeks 17-23)
Blending two sounds (Weeks 24-30)
Initial Sound (Week 26)
Taking away a sound (Weeks 30-31)
Ending Sound (Weeks 33-35)</td></tr>
<tr><td>L.EL.7 Draws or writes marks with increasing control.

L.EL.8 Makes marks or scribbles on paper with the intention to convey meaning.</td><td colspan="2">Writing upper-case and lower-case letters in letter journals (beginning Week 7)
Recording (writing down) information and ideas in science journal (beginning Week 14-Science)
Building on Activity Plans:
Encourage children to write their names on their work.
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.
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.
Provide meaningful reasons for children to write, such as writing a note to a parent or peer.</td></tr>
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Early Cognition and STEAM	Social Studies, Self-Regulation, Creative Expression, Social-Emotional, Mathematics
C.GCD: General Cognitive Development	
C.GCD.1 Develops the ability to store, recall, and share information about people, objects, and previous experiences.	**Social Studies** • Yesterday, today, and tomorrow; morning and afternoon (Week 31)
C.GCD.2 Uses memories to anticipate what will happen and engages in more complex actions.	**Self-Regulation** • Routines (Week 1) **Creative Expression** • Telling stories (Week 41)
C.GCD.3 Observes people and imitates their behaviors, sounds, or words.	**Social-Emotional** • Social problem solving (Weeks 5 and 6)
C.GCD.4 Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.	**Creative Expression** • Pretending (Week 30) • Imitating and Props (Week 31)
C.MT: Mathematics	**Number Knowledge; Geometric Knowledge; Pattern Knowledge; Measurement Knowledge**
C.MT.1 Develops a sense of numbers and demonstrates some basic knowledge of counting.	• Counting Items (Weeks 1, 2, 6-8, 13, 22, 23, 27-29, 41) • Verbal Counting (Week 3) • 1-to-1 counting (Weeks 7-8, 46) • Last number counted tells how many (Week 11-13, 49-50)
C.MT.2 Develops spatial understanding and explores how objects and their own bodies move and ft in space.	• Circle, square, triangle (Week 4) • Rectangles and triangles (Weeks 5-6) • Four basic shapes (Weeks 9-10) • Shapes (Weeks 30, 35, 36) • Shape Review (Weeks 33-34)
C.MT.3 Identifies and recognizes a few basic shapes.	

C.MT.4 Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.	• Identifying and making ABAC (Week 14) • Making and extending ABAB patterns (Week 15) • Simple patterns (ABAB) (Weeks 19, 20, 35) • Other kinds of patterns (AABAAB) (Week 19) • Identifying patterns (Week 19) • Pattern Review (Weeks 47-48)
C.MT.5 Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.	• Measuring and comparing size (Weeks 24) • Measuring length, height, weight; Ruler; Scales (Weeks 25, 26, 30)
C.STE: Science, Technology, and Engineering	**Science**
C.STE.1 Demonstrates curiosity about the world through exploration and investigation of physical objects and materials.	• Observing, describing, comparing, predicting, experimenting, recording (Weeks 3-4) 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 ELM activities to support meaningful learning by providing challenging and achievable experiences to each child.
C.STE.2 Develops an understanding of the causes and effects of actions and events.	
C.STE.3 Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.	• Observing, describing, comparing, predicting, experimenting, recording (Weeks 3 and 4) • Five Senses (Weeks 8 and 9) • Tools (Week 10) • Characteristics of Living Things (Week 12) • Animals, insects, and plants (Weeks 13-15) • Life cycles: people, puppies and kittens, chickens and penguins, frogs, butterflies, bean plant (Weeks 19-23) • Habitats: water, desert, forest, polar, rainforest, mountain (Weeks 26-28, 32-34) • Moving (Weeks 38 and 39) • Transportation (Weeks 40-43)
C.STE.4 Takes action, uses tools, and carries out solutions to achieve goals or solve problems.	

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C.A: Arts	**Creative Expression**
C.A.1 Demonstrates interest in and increasing capacity to create visual art.	• Creating art (Weeks 5- 7)
C.A.2 Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.	• Types of art (Week 5) • Songs (Week 16) • Instruments (Week 17) • Beat (Week 18) • Music (Week 24)
C.A.3 Develops the ability to engage in role-play.	• Types of art (Week 5) • Imitating (Weeks 29 and 31) • Pretending (Week 30) • Props (Week 31) • Telling stories (Week 41) • Using puppets (Week 42)
Physical Well Being	**Physical/Health**
P.PS: Perception and Sensory Integration	**Science- Inquiry Skills**
P.PS.1 Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions	**Science** • Observing, describing, comparing, predicting, experimenting, recording (Weeks 3 and 4) • Five Senses (Weeks 8 and 9)
P.GM: Gross Motor	**Motor Development**
P.GM.1 Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).	• Walking and Marching (Weeks 4 and 5) • Galloping (Weeks 6, 37, 49) • Hopping (Weeks 7, 37, 43) • Balancing (Weeks 8-10, 38)

P.GM.2 Use large muscles and whole-body movements to explore their environment and interact with others.	• Turning (Weeks 9, 38) • Bending (Weeks 10, 38) • Muscles and exercising (Week 12) • Running and Jogging (Week 14) • Jogging and Walking (Week 15) • Throwing (Weeks 16-18, 32, 39-40) • Catching (Weeks 17, 39-40) • Jumping and Landing (Weeks 21, 43) • Combinations of physical movements (Weeks 22, 44) • Shifting Weight (Weeks 23, 45) • Rolling our bodies (Weeks 28, 45) • Skipping (Weeks 30, 49) • Kicking (Weeks 31-32, 50) • Practicing different movements (Week 32)
P.FM: Fine Motor	**Motor Development**
P.FM.1 Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.	ELM's promotion of fine motor development occurs in multiple areas of development including Mathematics, Language/Literacy and Physical/Health. • Using tools to create art, painting, drawing, and sculpture (Weeks 6-7 – Creative Expression) • Simple patterns (using blocks and beads; Weeks 19-20- Mathematics) • Fine motor skills (using clothespins and fingers; Week 25)
P.FM.2 Uses tools as a way to extend the abilities of their body and accomplish goals more efficiently.	
P.RH: Daily Routines, Health, and Nutrition	**Good Health Practices**
P.RH.1 Develops increasing independence around daily routines and self-care.	• Germs (Weeks 1-2) • Handwashing (Week 1) • Oral Health (Week 11) • Rest and Sleep (Week 13)

P.RH.2 Shows an interest in healthy eating habits and nutritious food.	• Different types of farms food comes from (Week 19) • Five different kinds of healthy foods (Week 20) • Healthy foods (Weeks 20, 24, 25, 42) • Where does food come from (Week 41)