

Use this template if you serve children birth through five.



Washington State Early Learning and Development Guidelines Curricular Alignment Tool (CAT) Worksheets for Early Achievers Participants

Program Name: _____

Primary QRIS Contact: _____

Technical Assistance Specialist/Coach: _____

Regional Coordinator: _____

Region: _____

Date Completed: _____

My facility uses the following Curriculum or Curricular Approach:

Which approach or curriculum are you using to complete the Curricular Alignment Tool (CAT)? (Check one)

- Emergent
- Published
- Other: _____

Ages served: (check all that apply)

- Infants (B-11 months)
- Toddlers (12-29 months)
- Preschool/Pre-K (30 months—5 years)

Purpose: The Curricular Alignment Tool (CAT) Worksheets for Early Achievers Participants was designed to help providers through the process of comparing the curriculum they use to the Washington state Early Learning Guidelines (ELGs).

The goal of this exercise is to:

- Help providers think critically about developmentally appropriate activities and goals for each age group in their care
- Help providers find areas of their curriculum that can be modified to ensure that new concepts are building on previous knowledge
- Help you think about a child's developmental level when planning classroom activities

What is a curriculum?

- A curriculum is a programs' roadmap for planning and implementing:
 - Goals for children and families
 - Experiences and materials provided by the program to help children achieve their goals.
 - How providers and families work together to support children.
- A curriculum plays an important role in enhancing the social competence and school readiness of children. The Washington State Early Learning and Development Guidelines are an important resource to inform the content of a program's early learning curriculum.

Note- Early Achievers **does not** require participants to use a specific curriculum. Rather, curricula should be aligned with the Guidelines and reflect the values and philosophy of the facility and the children and families served.

Materials needed: In order to fill out this tool you will need the following documents:

- A copy of the Washington State Early Learning Guidelines, This can be found at the following link-
<https://dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf>
- Curricular information used by your program such as books, manuals and lesson plans

How to use the CAT: Using the materials a provider can identify objectives, goals or activities that are used by their curriculum in order to teach a child the concepts that correspond to each of the areas of development of the ELGs. Some age groups or areas of development may have more information than others. Once the areas of development are completed fill out the reflection questions at the end.

- If you are using an emergent approach (project or theme based approaches that follow children’s lead) or you integrate different curricular philosophies to support an overarching theory of child development you will need to identify some learning goals for some of your learning activities, and then write them in the corresponding domain in the space next to the age of the children.

Example – About me and my Family and Culture

B - 11 months	<i>Child copies adult actions to get adult attention (smiling and cooing to get the caregiver to smile back)</i> <i>Shows pride at own behavior (shows excitement when completing a new task)</i>
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Example- Communicating (Literacy)

12 - 29 months	<i>Points to words and pictures in books</i> <i>Participates in stories and songs</i> <i>Communicates with gestures and single words</i>
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Note: To be considered complete this document needs to be filled out completely including reflection questions. If something is not yet in place and you are working on it this should be documented in the appropriate area.

1 Area of Development: About Me and my Family and Culture

Early Learning Development Guidelines: Area of Development	About Me and my Family and Culture
Early Learning Domains– Social Emotional and Approaches to Learning	
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served	
B - 11 months	
12 - 29 months	
30 months - 5 years	

2 Area of Development: Building Relationships

Early Learning Development Guidelines: Area of Development	Building Relationships
Early Learning Domains– Social Emotional	
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served	
B - 11 months	
12 - 29 months	
30 months - 5 years	

3 Area of Development: Touching, Seeing, Hearing, Moving Around

Early Learning Development Guidelines: Area of Development	Touching, Seeing, Hearing, Moving Around
Early Learning Domains– Health, Motor, and Physical Development	
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served	
B - 11 months	
12 - 29 months	
30 months - 5 years	

4 Area of Development: Growing Up Healthy

Early Learning Development Guidelines: Area of Development	Growing Up Healthy
Early Learning Domains– Health and Physical Development & Health	
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served	
B - 11 months	
12 - 29 months	
30 months - 5 years	

5 Area of Development: Communicating (Literacy)

Early Learning Development Guidelines: Area of Development	Communicating (Literacy)
Early Learning Domains– Language and Literacy Development; English Language Development	
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served	
B - 11 months	
12 - 29 months	
30 months - 5 years	

6 Area of Development: Learning About My World

Early Learning Development Guidelines: Area of Development	Learning About My World
Early Learning Domains– Logic and Reasoning; Math, Science, Social Studies, and Art	
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served	
B - 11 months	
12 - 29 months	
30 months - 5 years	

Questions for Reflection

Coverage and Balance:

Coverage = how well the curriculum addresses all or most child development domains.

For example, “Am I including activities that support the developmental tasks in the area, Communication, as well as developmental tasks in the area Building Relationships?”

Balance = how much each domain is represented within the curriculum. Is each area covered and how thoroughly? Are there areas that aren't included?

For example, “Am I adequately addressing the developmental tasks in the area Communication throughout my learning activities?”

1. In the tables above did you address each age group for each area of developmental area?
2. What can you do to have your curriculum cover all the learning goals in each area of development?
3. Are all areas of development evenly addressed? Are there reasons (such as program philosophy)? Why do you focus on certain areas more than others?

Depth and Difficulty:

Depth = how well a curriculum provides a sequence of activities that match children's developing and increasing skills

Difficulty = whether the curriculum helps children to reach beyond their existing skills by providing them with developmentally appropriate challenges and supports

Within each area of development, consider:

1. Does the sequencing of curriculum items, objectives, or activities make sense? Is it ordered developmentally or in a way that makes instructional sense, i.e., from easy to more difficult?
2. Will the sequence help you make good decisions about what each child needs to learn?
3. Are there enough learning objectives each age group of children?

4. What modifications can you make to the curriculum to better serve all age groups?

5. Does the assessment or curriculum cover an appropriate range of developmental and cognitive challenge? Do learning objectives represent greater complexity or difficulty for developmentally “older” children as well as adaptations for children who may need more support?

Sources & Supplemental Documents

Head Start Child Development and Early Learning Framework, 2010. Retrieved from ([http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework\(rev-Sept2011\).pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)).

National Center on Quality Teaching and Learning. (2011). Curriculum, Assessment and the Head Start Framework: An Alignment Review Tool. Retrieved from (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/Alignment-Guide.pdf>).

National Center for Quality Teaching and Learning provides resources and strategies that support aspects of the Head Start Child Development and Early Learning Framework: <http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/cdelf>.

Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2006). Conceptualization of readiness and the content of early learning standards: the intersection of policy and research? *Early Childhood Research Quarterly, 21*, 153-173.

Scott-Little, C., Kagan, S. L. & Frelow, V. S. (2005). Inside the content: the breadth and depth of early learning standards. Greensboro, NC: The Regional Educational Laboratory at SERVE. Retrieved from (<http://www.serve.org/uploads/publications/insidecontentfr.pdf>).

Washington State Early Learning and Development Benchmarks. The State of Washington. 2005

Washington State Early Learning and Development Guidelines: Birth through 3rd Grade. The State of Washington. 2012