



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: _____

Date Completed: _____

Primary QRIS Contact: _____

Regional Coordinator: _____

Technical Assistance Specialist/Coach: _____

Region: _____

Ages Served (check all that apply)

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

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

- Emergent
- Published
- Other: _____

My program uses the following Curriculum or Curricular Approach:



Washington State Department of
CHILDREN, YOUTH & FAMILIES

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Early Learning Division

Approved for distribution by Rachael Brown-Kendall,
QRIS Administrator

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 new concepts are building on previous knowledge
- Help providers 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.

Documents needed to fill out this tool

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

How to use the CAT

Using the materials above, providers can identify objectives, goals, or activities that are used in their curriculum to teach children concepts that correspond with the areas of development in 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 learning goals for some of your learning activities, and then write them in the corresponding space next to the age of the children.

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, document it in the appropriate area.

Example – About Me and My Family Culture

B - 11 months	<ul style="list-style-type: none">✓ Child copies adult actions to get adult attention (smiling and cooing to get the caregiver to smile back)✓ Shows pride at own behavior (shows excitement when completing a new task)
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Example – Communicating (Literacy)

12 - 29 months	<ul style="list-style-type: none">✓ Points to words and pictures in books✓ Participates in stories and songs✓ Communicates with gestures and single words
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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		

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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		

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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		

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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		

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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		

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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	

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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?**

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