

Use this template if you serve children birth through five.



Washington State Early Learning and Development Guidelines¹

Curricular Alignment Tool Worksheets for Early Achievers Participants

Facility Name: _____

Primary QRIS Contact: _____

Technical Assistance Specialist/Coach: _____

Regional Coordinator: _____

Region: _____ **Date Completed:** _____

My facility uses the following Curriculum or Curricular Approach: _____

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

- Emergent
- Published

Ages served: (check all that apply):

- Infants (0-11 months)
- Toddlers: (12-29 mo.)
- Preschool/Pre-K (30 mo. -5years)

¹ The 2012 Washington State Early Learning and Development Guidelines were created to be in harmony with the domains and learning goals from the 2005 Washington State Early Learning and Development Benchmarks. The learning goals listed on the curricular alignment tool are adapted from the Benchmarks and the Head Start Child Development and Early Learning Framework. These learning goals are aligned to the Guidelines' indicators and ideas to try with children, and highlight developmental tasks that span across the ages. For more information on the creation of the Guidelines, refer to The Washington State Early Learning and Development Guidelines.

Classrooms/FCC² & Teachers:

Classroom/FCC name: _____
Collaborating Teachers: _____

² The Curricular Alignment is best completed with teams of teachers as a professional development exercise. If providers work alone, as in the case of some family child care providers, it is recommended that they find a community of providers or parents to work with to help them reflect on their curriculum. If this is done, those community members can be listed as “teachers” here.

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

Early Learning and Development Guidelines Area of Development				About Me and my Family and Culture			
Head Start Domain	Creative Arts Expression, Social Studies Knowledge and Skills, Social and Emotional Development, Logic & Reasoning, Approaches to Learning, English Language Development						
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served							
Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children demonstrate awareness and appreciation of their own and others' cultures							
Children recognize/ respect similarities/ differences in people							
Children understand (in an age-appropriate way) how events that happened in the past relate to themselves, their family and community							

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

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children demonstrate awareness of family characteristics and functions							
Children demonstrate awareness of their community, human interdependence and social roles							
Children are curious & interested in learning new things							
Children demonstrate initiative							
Children sustain attention & persist with challenges							

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

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children approach daily activities with creativity and inventiveness							
Children learn from their experiences							
Children perceive themselves as capable - able to make decisions, accomplish tasks and meet goals							
Children are interested in a variety of topics and activities							
Children find multiple solutions to questions and challenges							

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

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children perceive themselves as unique individuals							
Children demonstrate awareness of their abilities, characteristics & preferences							
Children demonstrate belief in their abilities							
Dual Language Learners: Adaptions have been made so that activities are accessible to Dual Language Learners							
Additional Goals							
Totals							

About Me and my Family and Culture: Questions for Reflection

Coverage & Balance: Does the curriculum cover all the learning goals in this area? Are all areas evenly addressed? Are there reasons, i.e. program philosophy, why there is focus on certain areas instead of others?

Depth and Difficulty

Within each area of development, consider:

- 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?
- Will the sequences help teachers make good decisions about what a child needs to learn?
- Are there enough items, objectives, or activities for your group of children?
- Does the assessment or curriculum cover an appropriate range of developmental and cognitive challenge? Do items, objectives, or activities represent greater complexity or difficulty for developmentally older children as well as adaptations for children who may need more support?

#2 Area of Development: *Building Relationships*

Early Learning and Development Guidelines: Area of Development				Building Relationships			
Head Start Domain		Social and Emotional Development, Approaches Towards Learning, English Language Development					
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served							
Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children trust and interact comfortably with familiar adults							
Children seek assistance from adults when needed							
Children develop friendship with peers							
Children cooperate with peers							

Area of Development: *Building Relationships*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children demonstrate positive negotiation skills							
Children demonstrate awareness of behavior and its effects							
Children participate positively in group activities							
Children adapt to diverse settings							
Children demonstrate empathy for others/the natural world							

Area of Development: *Building Relationships*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children understand and follow rules and routines							
Children recognize (in an age-appropriate way) and regulate their feelings, emotions, attention, impulses and behavior							
Children express appropriately a range of emotions							
Children learn positive alternatives to aggressive or isolating behaviors							

Area of Development: *Building Relationships*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children are interested and engage in group experiences							
Dual Language Learners: Adaptions have been made so that activities are accessible to Dual Language Learners							
Additional Goals							
Totals							

Building Relationships: Questions for Reflection

Coverage & Balance: Does the curriculum cover all the learning goals in this area? Are all areas evenly addressed? Are there reasons, i.e. program philosophy, why there is focus on certain areas instead of others?

Depth and Difficulty: Are all the ages that you serve addressed by the curriculum? Does your curriculum also support children with an earlier skill set? Do the identified indicators have a strong foundation built from earlier development and will they link to later development?

#3 Area Of Development: *Touching, Seeing, Hearing, Moving Around*

Early Learning and Development Guidelines: Area of Development				Touching, Seeing, Hearing, Moving Around			
Head Start Domain		Physical Development & Health, Creative Arts Expression, English Language Development					
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served							
Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children demonstrate strength/ coordination of large motor muscles - the control of large muscles for movement, navigation and balance							
Children demonstrate strength/ coordination of small motor muscles- the control of small muscles for movement, navigation and balance							

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

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children use senses to guide motions							
Children demonstrate stamina and energy to participate in daily activities							
Children engage in a variety of physical activities							
Children use their bodies and movements to express themselves							
Dual Language Learners: Adaptions have been made so that activities are accessible to Dual Language Learners							
Additional Goals							
Totals							

1-24-13

Touching, Seeing, Hearing and Moving Around: Questions for Reflection

Coverage & Balance: Does the curriculum cover all the learning goals in this area? Are all areas evenly addressed? Are there reasons, i.e. program philosophy, why there is focus on certain areas instead of others?

Depth and Difficulty: Are all the ages that you serve addressed by the curriculum? Do the identified indicators have a strong foundation built from earlier development and will they link to later development?

#4 Area of Development: *Growing Up Healthy*

Early Learning and Development Guidelines: Area of Development		Growing Up Healthy					
Head Start Domain		Physical Development & Health, English Language Development					
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served							
Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children practice basic personal care routine							
Children demonstrate personal health and hygiene skills and maintain healthy age appropriate physical well being							
Children eat a variety of nutritious foods							

Area of Development: *Growing Up Healthy*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children demonstrate knowledge and avoid harmful objects and situations							
Children demonstrate awareness/ understanding of safety							
Dual Language Learners: Adaptions have been made so that activities are accessible to Dual Language Learners							
Additional Goals							
Totals							

1-24-13

Growing Up Healthy: Questions for Reflection

Coverage & Balance: Does the curriculum cover all the learning goals in this area? Are all areas evenly addressed? Are there reasons, i.e. program philosophy, why there is focus on certain areas instead of others?

Depth and Difficulty: Are all the ages that you serve addressed by the curriculum? Do the identified indicators have a strong foundation built from earlier development and will they link to later development?

#5 Area of Development: *Communicating (Literacy)*

Early Learning and Development Guidelines: Area of Development				Communicating			
Head Start Domain		Language Development, Literacy Knowledge & Skills, English Language Development					
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served							
Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children use receptive vocabulary							
Children use expressive vocabulary							
Children demonstrate progression in grammar and syntax							
Children demonstrate comprehension and meaning in language							

Area of Development: *Communicating (Literacy)*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children use language for a variety of purposes							
Children demonstrate an understanding of language by listening							
Children communicate effectively							
Children understand social communication							
Dual Language Learners: Children understand the English language							
Dual Language Learners: Children speak or use the English Language							

Area of Development: *Communicating (Literacy)*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children demonstrate phonological awareness							
Children demonstrate awareness of the alphabetic principle or the names and sounds associated with letters as special classes of symbols							
Children demonstrate awareness of print concepts and conventions							
Children demonstrate comprehension of printed material							

Area of Development: *Communicating (Literacy)*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children demonstrate awareness that written materials can be used for a variety of purposes							
Children demonstrate appreciation and enjoyment of reading							
Children demonstrate alphabet knowledge							
Children use writing skills and demonstrate knowledge of writing conventions							
Children use writing for a variety of purposes							

Area of Development: *Communicating (Literacy)*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Dual Language Learners: Children demonstrate competency in home language & English							
Dual Language Learners: Children engage in Literacy Activities conducted in the English Language							
Dual Language Learners: Adaptions have been made so that activities are accessible to Dual Language Learners							
Additional Goals							
Totals							

1-24-13

Communicating (Literacy): *Questions for Reflection*

Coverage & Balance: Does the curriculum cover all the learning goals in this area? Are all areas evenly addressed? Are there reasons, i.e. program philology, why there is focus on certain areas instead of others?

Depth and Difficulty: Are all the ages that you serve addressed by the curriculum? Do the identified indicators have a strong foundation built from earlier development and will they link to later development?

#6 Area of Development: *Learning About My World*

Early Learning and Development Guidelines: Area of Development		Learning About My World					
Head Start Domain		Logic & Reasoning, Mathematics Knowledge & Skills, Science Knowledge & Skills, Social Studies Knowledge & Skills, Creative Arts Expression, English Language Development					
Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served							
Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children demonstrate awareness of cause and effect							
Children compare/contrast/examine experiences							
Children use past knowledge to build new knowledge							
Children use symbols to represent objects or something else							

Area of Development: *Learning About My World*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children distinguish between fantasy and reality							
Children demonstrate knowledge of numbers, quantities & counting							
Children demonstrate knowledge of size, volume, height, weight & length							
Children identify and label shapes							
Children sort, classify and organize objects							

Area of Development: *Learning About My World*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children collect information through observation and manipulation							
Children engage in exploring the natural world by manipulating objects, asking questions, making predictions and developing generalizations							
Children observe and describe characteristics of living things							
Children observe and describe characteristics of the earth							

Area of Development: *Learning About My World*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children differentiate between events that happen in the past, present and future							
Children demonstrate awareness of location and spatial relationships							
Children demonstrate knowledge of the relationship between people, places and regions							
Children demonstrate awareness of economic concepts							

Area of Development: *Learning About My World*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children demonstrate awareness of the relationship between humans and the environment							
Children use technology appropriately							
Children use creative arts to express/represent what they think/feel							
Children demonstrate understanding/appreciation of creative arts							
Children use voices and instruments to create sounds							

Area of Development: *Learning About My World*

Learning Goals	B-9 months	11 - 16 months	18 - 36 months	3 - 4 years	4 - 5 years	Kindergarten	Totals
Children use a range of media and materials to create drawings, pictures or other objects							
Dual Language Learners: Adaptions have been made so that activities are accessible to Dual Language Learners							
Additional Goals							
Totals							

Learning About My World: Questions for Reflection

Coverage & Balance: Does the curriculum cover all the learning goals in this area? Are all areas evenly addressed? Are there reasons, i.e. program philology, why there is focus on certain areas instead of others?

Depth and Difficulty: Are all the ages that you serve addressed by the curriculum? Do the identified indicators have a strong foundation built from earlier development and will they link to later development?

Overall Areas: Summary

Objectives/Goals/Activities from Curriculum that Address Goals for Age-groups Served

Early Learning Goals	
About me and my family and culture	
Building Relationships	
Touching, seeing, hearing, moving around	
Growing up healthy	
Communicating	
Learning about my world	
Additional Areas	
Totals	

Overall Areas Summary: Questions for Reflection

Coverage & Balance: Does the curriculum cover all the learning goals in this area? Are all areas evenly addressed? Are there reasons, i.e. program philosophy, why there is focus on certain areas instead of others?

Depth and Difficulty: Are all the ages that you serve addressed by the curriculum? Do the identified indicators have a strong foundation built from earlier development and will they link to later development?

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