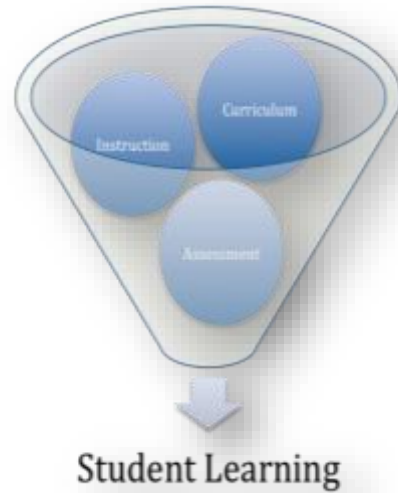


## Aligned Curriculum and Instruction

**Goal:** to represent a coherent system with shared expectations for student growth and a focus on both academic and social-emotional skills, support a wide range of development, and are reflective of children’s families and cultures and firmly rooted in the science of child development

**Critical Components:**

- Approaches should be comprehensive, whole child, and reflective of children and families’ cultures
- Curriculum and instruction should be aligned with the science of child development, developmentally appropriate standards and instructional practice (support for individualized instruction)
- Strategies should specifically target the needs of the students in the classroom environment
- Student growth expectations should be shared among school and community-based settings with a focus on whole child development (e.g., academic, social-emotional, language, physical)



**Common Strategies:** Below is a list of common B-3 strategies that other B-3 community partnerships have implemented. It is not an all-inclusive list.

B-3 Strategy	Stakeholders Involvement	Outputs and Outcomes
Leaders in school-based and community-based classrooms ensure that curriculum and instruction develop the whole child and address the cultural and linguistic backgrounds of children using culturally responsive, developmentally appropriate curriculum and practice	School and community-based B-3 leaders	<ul style="list-style-type: none"> <li>• B-3 classrooms are staffed by highly effective teachers with knowledge and skills in the science of child development, and developmentally appropriate and culturally responsive practices</li> <li>• B-3 teachers have access to developmentally appropriate and culturally responsive resources (e.g., manipulatives, books, art supplies, technology) to support instruction</li> </ul>
Collaboration time, across Pre-K-12 to work on vertical and horizontal curriculum alignment and instructional practices	B -3 teachers, administrators, curriculum directors, Instructional coaches.	<ul style="list-style-type: none"> <li>• B-3 teachers demonstrate consistent practices across the curriculum, address critical skills development and key vocabulary and processes that align with standards and objectives.</li> </ul>

		<ul style="list-style-type: none"> <li>• B-3 teachers use data to improve their instruction</li> <li>• Creates seamless transitions in progressions from one grade level to the next</li> <li>• Close gaps in curriculum and standards based instruction</li> </ul>
Curriculum mapping using the Illinois Early Learning and Development Standards (0-5) and Illinois Learning Standards (K-12)	Birth through grade 3 teachers, administrators, curriculum directors, instructional coaches	<ul style="list-style-type: none"> <li>• Ensures continuity of instruction within a school and among schools</li> <li>• Ensures progressive skill development among schools through continuity of instruction</li> <li>• To maximize the use of student time, avoid unnecessary instructional overlaps, prevents gaps</li> <li>• Focuses on continuity of the entire system and not just one school or level</li> </ul>
Curriculum and instruction should use multi-modes of instruction (e.g., whole-group, small-group, play-based/inquiry-based) that engage students in the learning using high quality materials	B-3 teachers and support staff (e.g., teacher's aides)	<ul style="list-style-type: none"> <li>• High quality classrooms/programs</li> <li>• Effective B-3 teachers</li> <li>• High student engagement in their learning</li> <li>• Improved student learning and development outcomes</li> </ul>
Develop a continuous improvement process to monitor curriculum and instruction effectiveness	B-3 administrators with input from teachers, administrators, curriculum directors and instructional coaches	<ul style="list-style-type: none"> <li>• Cyclical cycle of inquiry on the effectiveness of the curriculum alignment and instruction to adjust accordingly using data from multiple sources</li> <li>• Teachers improve their practice</li> <li>• High quality programming for students</li> <li>• Improved student and learning outcomes; prevention of fade out as students' progress from one grade level to the next</li> </ul>

**Resources:**

- [Case Studies of Schools: Implementing Early Elementary Strategies: Preschool Through Third Grade Alignment and Differentiated Instruction](#) (U.S. Department of Education, Office of Planning, Evaluation and Planning Development, Policy and Program Studies Service)
- [Developmentally Appropriate Practices](#) (National Association for the Education of Young Children – NAEYC)
- [PK-3: What Does It Mean for Instruction](#) (Society for Research in Child Development)
- [First Through Third Grade](#) (New Jersey Department of Education)
- [Using Standards to Integrate the Curriculum](#) (Book: Meeting Standards Through Integrated Curriculum)