

Wisconsin Model Early Learning Standards

Alignment with Fireflies™ Curriculum,
by FunShine Express™. Ages 3-5.

Wisconsin Model Early Learning Standard Domains	Fireflies™ Curriculum Goals & Objectives
I. <u>Health and Physical Development</u>	
<p>A. Physical Health and Development</p> <p>A.EL.1a Demonstrates behaviors to meet self-help and physical needs. <i>Sleep</i></p> <p>A.EL.1b Demonstrates behaviors to meet self-help and physical needs. <i>Dressing</i></p> <p>A.EL.1c Demonstrates behaviors to meet self-help and physical needs. <i>Toileting</i></p> <p>A.EL.1d Demonstrates behaviors to meet self-help and physical needs. <i>Eating</i></p> <p>A.EL. 2 Demonstrates behaviors to meet safety needs.</p> <p>A.EL. 3 Demonstrates a healthy life style.</p>	<p>PD10 undresses and dresses self other than help with difficult fasteners</p> <p>PD11 increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well balanced diet, interested in various tastes, colors, and textures of food</p> <p>PD12 washes hands and face without assistance</p> <p>PD13 brushes teeth independently</p> <p>PD14 uses tissue for nose, napkin for hand/face appropriately, independently</p> <p>PD15 cares for toileting needs independently</p> <p>PD17 follows basic safety and health rules</p> <p>PD18 demonstrates visual and auditory ability and general good health and sleep habits to enable learning</p>
<p>B. Motor Development</p> <p>B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Purpose and Coordination</i></p> <p>B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Balance and Strength</i></p> <p>B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation.</p>	<p>PD1 strength and control: folding and creasing paper, building with small blocks, manipulating play dough and clay</p> <p>PD2 eye-hand coordination: stringing beads, completing puzzles, sewing through holes in sewing cards, ties knots and loops, tears paper side to side and then, front to back, using eating utensils, keyboards</p> <p>PD3 uses scissors to cut shapes from paper</p> <p>PD4 holds a paint brush to experiment with lines, dots, and circle movements</p> <p>PD5 uses clay to make balls, ropes, and crude objects-may be recognizable to others</p> <p>PD6 beginning control of writing, drawing, art tools, art/craft mediums</p> <p>PD7 balance and control: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet</p>

	<p>PD8 coordinates movement: walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping</p> <p>PD9 develop strength, flexibility, and stamina through play and by using equipment</p> <p>PD16 participates in a variety of physical activities</p>
<p>C. Sensory Organization</p> <p>C.EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment.</p>	<p>S1 explores materials and makes observations, predictions based on information gathered from the senses</p>
<p>II. Social and Emotional Development</p>	
<p>A. Emotional Development</p> <p>A.EL. 1 Expresses a wide range of emotions.</p> <p>A.EL. 2 Understands and responds to others' emotions.</p>	<p>SE15 recognizes and describes own emotions</p> <p>SE16 manages feelings appropriately</p> <p>SE17 explores emotions through play, art, music, dance</p> <p>SE18 shows empathy and caring to others, respond to others emotions</p>
<p>B. Self-Concept</p> <p>B.EL. 1 Develops positive self-esteem.</p> <p>B.EL. 2 Demonstrates self-awareness.</p>	<p>SE1 recognizes similarities and difference between self and others: gender, cultural identity, self and family characteristics</p> <p>SE2 develops positive self image: awareness of self as having certain abilities, preferences, characteristics</p> <p>SE3 demonstrates increasing self-direction, independence, and control</p>
<p>C. Social Competence</p> <p>C.EL. 1 Demonstrates attachment, trust, and autonomy.</p> <p>C.EL. 2 Engages in social interaction and plays with others.</p> <p>C.EL. 3 Demonstrates understanding of rules and social expectations.</p> <p>C.EL. 4 Engages in social problem solving behavior and learns to resolve conflict.</p>	<p>SE4 follows simple rules and routines</p> <p>SE5 shows interest and respect for work of self and others</p> <p>SE6 chooses new as well as familiar activities</p> <p>SE7 cleans up own work/play space independently</p> <p>SE8 uses play to explore and practice social roles and relationships</p> <p>SE9 interacts comfortably with familiar adults</p> <p>SE10 begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest</p> <p>SE11 interacts with one or more children, develops special friendships</p> <p>SE12 participates in group song, dance, acting-role play</p> <p>SE13 able to resolve some conflicts, uses constructive language</p> <p>SE14 seeks help or information when needed from adults</p>

III. Language Development and Communication	
<p>A. Listening and Understanding</p> <p>A.EL.1 Derives meaning through listening to communications of others and sounds in the environment.</p> <p>A.EL.2 Listens and responds to communications with others.</p> <p>A.EL.3 Follows directions of increasing complexity.</p>	<p>L1 follows 2 and 3 step directions of increasing complexity</p> <p>L2 gains meaning by listening to stories, directions, conversations</p> <p>L3 understands verbal and non-verbal cues</p>
<p>B. Speaking and Communicating</p> <p>B.EL.1 Uses gestures and movements (<i>non-verbal</i>) to communicate.</p> <p>B.EL. 2a Uses vocalizations and spoken language to communicate. Language Form (<i>Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure</i>)</p> <p>B.EL. 2b Uses vocalizations and spoken language to communicate. Language Content (<i>Semantics: rule system for establishing meaning of words, individually and in combination</i>)</p> <p>B.EL. 2c Uses vocalizations and spoken language to communicate. Language Function (<i>Pragmatics: rules governing the use of language in context</i>)</p>	<p>L4 listens and recognizes sounds in rhymes and words</p> <p>L5 expresses needs, wants, thoughts through non-verbal gestures, (exposed to sign language), progressing to verbal cues in English or their home language</p> <p>L6 child speaks clearly (is understood by both familiar and unfamiliar adults)</p> <p>L7 initiates asking questions and responds in conversation with others</p> <p>L8 shares opinions, experiences, and ideas with others with words</p> <p>L9 uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)</p> <p>L10 exposed to Spanish language</p> <p>L11 understands words and meanings: points to and names body parts, matches and names colors, matches and names basic shapes, correctly uses time word and phrases, says name/address</p> <p>L12 understands quantitative concepts (by pointing to pictures or using words depicting little/ big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p>L13 understands directions/positional concepts (by pointing to pictures or using words depicting go/stop, far/near/up/down, over/under, out/in)</p> <p>L14 vocabulary is rapidly expanding</p> <p>L15 connects phrases and sentences to build ideas</p> <p>L16 speaks in sentences using grammar that is age-appropriate</p> <p>L17 knows and sings songs</p>
<p>C. Early Literacy</p> <p>C.EL. 1 Shows an appreciation of books and understands how print works.</p> <p>C.EL. 2 Develops alphabetic awareness.</p> <p>C.EL. 3a Develops phonological awareness.</p>	<p>L18 interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations, handling books appropriately, actively chooses books</p> <p>L19 understands text read aloud: recalling part or most of a story or representing it with play or media, asking and answering questions about stories read aloud</p> <p>L20 age-appropriate phonological awareness: can combine syllables to make a word, combine words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes matching sounds</p>

<p>C.EL. 3b Develops phonemic awareness.</p> <p>C.EL. 4 Demonstrates the use of strategies to read words.</p> <p>C.EL. 5 Uses writing to represent thoughts or ideas.</p>	<p>L21 alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially their own name, recognizes and names most letters</p> <p>L22 understands left to right, top to bottom process of reading</p> <p>L23 interested in written expression: scribbling, drawing a person</p> <p>L24 is aware of the uses and functions of symbols and print to convey meaning</p> <p>L25 is aware that a word is made up of letters</p> <p>L26 beginning to copy or write own name</p> <p>L27 age-appropriate letter writing: tracing, copying letters, copying shapes and symbols</p> <p>L28 understands structure: beginning, middle, end of a story</p>
IV. Approaches to Learning	
<p>A. Curiosity, Engagement, and Persistence</p> <p>A.EL. 1 Displays curiosity, risk-taking and willingness to engage in new experiences.</p> <p>A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities.</p> <p>A. EL.3 Exhibits persistence and flexibility.</p>	<p>AL4 shows a willingness to participate, is eager to join play events</p> <p>AL5 demonstrates inquisitiveness about subjects and objects</p> <p>AL6 is not easily discouraged, seeks help to overcome problems</p> <p>AL7 works at a task despite distractions or interruptions</p> <p>AL8 is able to complete a task or stay engaged</p> <p>AL9 observes or contemplates and applies that knowledge to a new situation</p> <p>AL10 generates ideas, suggestions</p> <p>AL11 makes a plan before beginning a task</p> <p>AL12 welcomes new experiences, situations, play events, materials, friends</p>
<p>B. Creativity and Imagination</p> <p>B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials and the environment.</p> <p>B. EL. 2 Expresses self creatively through music, movement and art.</p>	<p>A1 uses a variety of art materials for exploration</p> <p>A2 is able to create something unique from other children: creative, imaginative work</p> <p>A3 appreciates artistic creations of others and art events</p> <p>A4 shares opinions about likes and dislikes of art and other creative expression</p> <p>A5 participates in group music experiences</p> <p>A6 explores with sound, melody, tone, rhythm, beat</p> <p>A7 uses and shows interest in a variety of musical instruments for expression</p> <p>A8 participates in creative movement and dance</p> <p>A9 is able to design original movements and interpretations</p> <p>A10 participates in creative dramatic play and make believe</p> <p>A11 is able to play cooperatively with other children</p> <p>A12 utilizes props to enhance play environment</p> <p>A13 develops new ideas and role play situations by using imagination</p>

	<p>AL1 is creative, flexible, and inventive in play experiences</p> <p>AL2 uses new strategies to solve problems</p> <p>AL3 takes on various roles in make-believe play</p>
<p>C. Diversity in Learning</p> <p>C.EL. 1 Experiences a variety of routines, practices and languages.</p> <p>C.EL. 2 Learns within the context of his/her family and culture.</p> <p>C.EL. 3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.</p>	<p>SE18 shows empathy and caring to others, respond to others emotions</p> <p>SE19 awareness of diverse backgrounds, cultural/global knowledge</p> <p>SE20 understands family roles, relationships, rules, jobs</p> <p>SE21 some knowledge of technology and media</p> <p>SE22 can tell functions of some community helpers, parent’s jobs, careers</p> <p>SE23 awareness of community rules, governance</p> <p>SE24 describes characteristics of things in the environment: home, school, park, community</p> <p>AL2 uses new strategies to solve problems</p> <p>AL9 observes or contemplates and applies that knowledge to a new situation</p> <p>AL12 welcomes new experiences, situations, play events, materials, friends</p>
<u>V. Cognition and General Communication</u>	
<p>A. Exploration, Discovery, and Problem Solving</p> <p>A. EL. 1 Uses multi-sensory abilities to process information.</p> <p>A. EL. 2 Understands new meanings as memory increases.</p> <p>A. EL. 3 Applies problem solving skills.</p>	<p>S1 explores materials and makes observations, predictions based on information gathered from the senses</p> <p>S2 makes observations of living vs. non living things, nature, environment, weather by physical characteristics</p> <p>S3 makes predictions based on past experiences and observations</p> <p>S4 is aware of concepts of time/sequence of events: past, present, and future especially as they relate to sequence of routines such as bedtime, lunchtime, morning, night, etc.</p> <p>S5 asks why, where, when, how, what and seeks answers through exploration</p> <p>S6 classifies objects by function</p> <p>S7 uses tools such as scale, magnifier, bug catcher, map, binoculars for investigation</p> <p>S8 uses “if/then” and “cause/effect” reasoning</p> <p>S9 makes comparisons among objects and groups</p> <p>S10 solves problems by making a plan of 1-3 actions and following through with it</p>
<p>B. Mathematical Thinking</p> <p>B. EL. 1 Demonstrates an understanding of numbers and counting.</p> <p>B. EL. 2 Understands number operations and relationships.</p>	<p>M1 rote counting and sequencing of numbers</p> <p>M2 recognizes both numerals and number names</p> <p>M3 understands and uses 1-1 correspondence</p> <p>M4 counts and builds sets</p> <p>M5 compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>

<p>B. EL. 3 Explores, recognizes and describes, shapes and spatial relationships.</p> <p>B. EL. 4 Uses the attributes of objects for comparison and patterning.</p> <p>B. EL. 5 Understands the concept of measurement.</p> <p>B. EL. 6 Collects, describes and records information using all senses.</p>	<p>M6 understands adding and subtracting from a set</p> <p>M7 begins to understand dividing sets into parts up to fourths</p> <p>M8 understands and uses ordinal terms (1st, 2nd, 3rd)</p> <p>M9 sort by color, size, shape, texture: classifies by attributes, makes comparisons</p> <p>M10 recognize patterns: can tell "what comes next?"</p> <p>M11 duplicate simple patterns, then extends and creates patterns</p> <p>M12 identify pattern groups (red/yellow, kitten/puppy)</p> <p>M13 seriate a group of like objects (small, medium, large, or light, medium, dark)</p> <p>M14 understand and compares quantities of length, height, weight, time</p> <p>M15 use tools such as a ruler or scale</p> <p>M16 analyze measurements and make comparisons between at least two groups</p> <p>M17 identifies basic shapes</p> <p>M18 understands that shapes remain the same when flipped, rotated</p> <p>M19 understands symmetry</p> <p>M20 can recognize some three dimensional shapes: cone, cylinder, pyramid etc.</p> <p>M21 understands and uses positional words: up, down, below, inside, outside, top, bottom, in front, behind, beside, etc</p> <p>M22 can describe position from different perspectives: "I am, you are"</p> <p>M23 can use simple directions to move from place to place: obstacle course, directional games, hopscotch</p> <p>M24 use simple strategies to solve mathematical problems</p> <p>M25 experiments with puzzles and blocks to create solutions, build structures or move through a process to reach a goal</p>
<p>C. Scientific Thinking</p> <p>C. EL.1 Uses observation to gather information.</p> <p>C. EL.2 Use tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p>C. EL.3 Hypothesizes and makes predictions.</p> <p>C. EL.4 Forms explanations based on trial and error, observations, and explorations.</p>	<p>S1 explores materials and makes observations, predictions based on information gathered from the senses</p> <p>S2 makes observations of living vs. non living things, nature, environment, weather by physical characteristics</p> <p>S3 makes predictions based on past experiences and observations</p> <p>S4 is aware of concepts of time/sequence of events: past, present, and future especially as they relate to sequence of routines such as bedtime, lunchtime, morning, night, etc.</p> <p>S5 asks why, where, when, how, what and seeks answers through exploration</p> <p>S6 classifies objects by function</p> <p>S7 uses tools such as scale, magnifier, bug catcher, map, binoculars for investigation</p> <p>S8 uses "if/then" and "cause/effect" reasoning</p> <p>S9 makes comparisons among objects and groups</p> <p>S10 solves problems by making a plan of 1-3 actions and following through with it</p>