

Berlin Early Learning Standards

Credit given to the Oshkosh School District for the development of these standards in this format.

I. HEALTH AND PHYSICAL DEVELOPMENT

A. PHYSICAL HEALTH AND WELL BEING

Developmental Expectation: Children will be physically active, physically healthy, and effectively care for their physical well being.

Program Standard: Early care and education programs will provide increasingly complex and diverse opportunities for children to understand and care for their physical well being.

EL. 1 Self-care routines

Performance Indicators	Strategies
a. Children will dress and undress themselves.	a. Early care and education programs will encourage, model, and provide items for practice dressing and undressing (snaps, buttons, zippers, ties).
b. Children will manage bathroom routines.	b. Early care and education programs will encourage and assist individual children in bathroom routines.
c. Children will wash hands effectively.	c. Early care and education programs will model appropriate hand washing and support children in this practice throughout the day (such as meal times, after bathroom routine, after handling animals, etc.)

EL. 2 Safety rules and directions

Performance Indicators	Strategies
a. Children will take turns in guided and independent activities.	a. Early care and education programs will provide games and activities with opportunities to practice taking turns.
b. Children will follow simple directions.	b. Early care and education programs will provide games and activities with simple directions.
c. Children will demonstrate safe behavior through awareness of limitations and consequences of actions.	c. Early care and education programs will remind and advise children about safe behavior.
d. Children will demonstrate understanding of and practice safety rules, such as traffic safety, fire safety, stranger awareness, weather emergencies, etc.	d. Early care and education programs will model and explain procedures for safety rules, such as traffic safety, fire safety, stranger awareness, weather emergencies, etc.

EL. 3 Components of a healthy lifestyle, including nutrition, exercise, rest, and the role of health-care providers

Performance Indicators	Strategies
a. Children will sample a variety of foods.	a. Early care and education programs will offer foods from different ethnicities and cultures; of different types and textures to include a wide variety of culinary experiences.
b. Children will participate in class movement and music activities.	b. Early care and education programs will provide a variety of music and games.
c. Children will participate in classroom quiet times appropriately.	c. Early care and education programs will provide quiet times when appropriate to the program (according to licensing standards) and a child's needs.
d. Children will recognize health care providers, and understand their services.	d. Early care and education programs will provide exposure to a variety of health care providers, through books, role playing, special guests, field trips, and conversation.

EL. 4 Use of multi-sensory abilities to process information

Performance Indicators	Strategies
a. Children will participate in a variety of fine motor sensory activities (ex. Finger painting, gluing, sand/water play, play dough, etc).	a. Early care and education programs will provide a variety of activities, as well as support, adaptations, and encouragement to participate.
b. Children will participate in a variety of large motor sensory activities (ex. swinging, see saws, jungle gym, balance beam, tumbling, climbing, jumping, etc)	b. Early care and education programs will provide a variety of activities, as well as support, adaptations, and encouragement to participate.

B. MOTOR DEVELOPMENT

Developmental Expectation: Children will effectively master the use of small and gross motor skills to advance their learning and to achieve optimal physical health.

Program Standard: Early care and education programs will provide increasingly complex and diverse opportunities for children to develop their small and gross motor skills and to use their senses to integrate and act on their environment.

EL. 1 Strength, control, balance, coordination, locomotion, and endurance

Performance Indicators	Strategies
a. Children will move safely in a variety of activities.	a. Early care and education programs will provide large muscle activities.
b. Children will move with control through environment/around obstacles.	b. Early care and education programs will provide opportunities to move around obstacles in environment either with free play or with games (ex. “follow the leader”).
c. Children will develop strength and endurance through a variety of physical activities.	c. Early care and education programs will provide opportunities to participate in a variety of physical activities.
d. Children will imitate and perform motor skills (ex. Throwing, catching, steps, walking on a line, balancing on one foot, etc)	d. Early care and education programs will model and provide opportunities for a variety of motor skills.

EL. 2 Hand-eye coordination, strength, control, and object manipulation

Performance Indicators	Strategies
a. Children will use a fork, spoon, cup, or straw.	a. Early care and education programs will model, support, and provide meal time items for practice.
b. Children will manipulate toys, materials, and objects during play, including puzzles, beads, connecting blocks, etc.	b. Early care and education programs will model, support, and provide a variety of toys for practice.
c. Children will hold and use a writing tool functionally.	c. Early care and education programs will model, support, and provide a variety of writing tools for practice.
d. Children will use scissors correctly to cut.	d. Early care and education programs will model, support, and provide scissors and paper for practice.

EL. 3 Use of their senses to take in, experience, integrate, and regulate responses to their environment

Performance Indicators	Strategies
a. Children will accept changes in daily schedule and routines.	a. Early care and education programs will provide support and model appropriate behavior during changes in daily schedule and routines
b. Children will regulate their responses to their environment by maintaining personal boundaries.	b. Early care and education programs will model and explain personal boundaries and support children in respecting personal boundaries.
c. Children will participate in a variety of guided and independent small and large group activities.	c. Early care and education programs will encourage and support children in participating in activities.

II. SOCIAL AND EMOTIONAL DEVELOPMENT

A. EMOTIONAL DEVELOPMENT

Developmental Expectation: Children will be emotionally healthy.

Program Standard: Early care and education programs will provide the environment, context, and opportunities for children to develop emotional competence.

EL. 1 Expressing a wide range of emotions in a variety of settings (pretend, play, drawing, dancing, group play, etc.)

Performance Indicators	Strategies
a. Children will demonstrate age-appropriate social and emotional behaviors during group games, independent play, and teacher directed activities.	a. Early care and education programs will provide opportunities for children to play and interact with others; adults will model and explain appropriate behavior and expression of emotions.

EL. 2 Seeking adult interaction as needed for emotional support, physical assistance, social interaction, and approval

Performance Indicators	Strategies
a. Children will trust teachers, care givers, and support staff in their environment.	a. Early care and education programs will provide routines and consistency in a safe environment with accessible and approachable caregivers.
b. Children will express choices to an adult.	b. Early care and education programs will provide routines and consistency in a safe environment with accessible and approachable caregivers.
c. Children will communicate with adults during play.	c. Early care and education programs will provide routines and consistency in a safe environment with accessible and approachable caregivers.

EL. 3 Self-control

Performance Indicators	Strategies
a. Children will cope with challenges and frustrations during guided and independent play in small and large group situations.	a. Early care and education programs will provide opportunities for children to play and interact with others; adults will model and explain appropriate behavior.
b. Children will solve problems appropriately (ex. Using words, seeking adult help, negotiating, etc.)	b. Early care and education programs will provide opportunities for children to play and interact with others; adults will model and explain problem solving skills.
c. Children will follow classroom rules.	c. Early care and education programs will implement and explain simple and developmentally appropriate classroom rules; adults will redirect or remind children as appropriate.

EL. 4 Use of words to communicate emotions

Performance Indicators	Strategies
a. Children will develop language skills to express a variety emotions	a. Early care and education programs will model appropriate emotional responses and explore feelings/emotions using stories, role playing, etc.

EL. 5 Understanding and responding to others' emotions

Performance Indicators	Strategies
a. Children will recognize what another person might need, want, or feel.	a. Early care and education programs will assist children in labeling feelings/emotions and explain how to interpret others' feelings.
b. Children will determine reasons for others' emotions.	b. Early care and education programs will assist children and explain how to determine reasons for others' feelings/emotions.
c. Children will demonstrate compassion to others.	c. Early care and education programs will model and prompt children to show compassion.
d. Children will listen when others are expressing feelings.	d. Early care and education programs will model and prompt children to listen when others are expressing feelings.

B. SELF-CONCEPT

Developmental Expectation: Children will have a sense of personal well-being.

Program Standard: Early care and education programs will provide the environment, context, and opportunities for children to develop and strengthen their sense of personal well being.

EL. 1 Self-esteem

Performance Indicators	Strategies
a. Children will show security in his/her environment.	a-e. Early care and education programs will provide opportunities for the child to respect others and self by: <ul style="list-style-type: none"> • Provide non-competitive games to promote success • Read stories, role play, etc. about self-concept • Give positive reinforcement
b. Children will follow routines independently.	
c. Children will display pride in accomplishments.	
d. Children will speak well about self.	
e. Children will claim ownership of possessions.	

EL. 2 Self-direction in choices and actions

Performance Indicators	Strategies
a. Children will demonstrate ability to make independent choices.	a. Early care and education programs will provide time and opportunities for children to make choices.
b. Children will plan what to do during play.	b. Early care and education programs will provide time and opportunities for children to create plans.

EL. 3 Self-awareness, including abilities, characteristics, and preferences

Performance Indicators	Strategies
a. Children will name siblings, friends, pets, and family.	a-d. Early care and education programs will provide opportunities and encouragement for children to discuss information about themselves.
b. Children will categorize children and adults by gender.	
c. Children will express preferences, such as color, food, toys, etc.	
d. Children will tell personal information.	

EL. 4 Creative self-expression

Performance Indicators	Strategies
a. Children will express themselves using imagination through art, dramatic play, and music and movement	a. Early care and education programs will provide opportunities for daily creative self-expression by: <ul style="list-style-type: none"> • Providing a variety of art supplies • Maintaining a stimulating dramatic play environment • Providing the space and environment for children to explore music

EL. 5 Willingness to make needs known and to trust in others

Performance Indicators	Strategies
a. Children will express feelings, wants, and needs.	a. Early care and education programs will... <ul style="list-style-type: none"> • provide accessible and approachable caregivers • provide opportunities for social interaction • provide consistent classroom management

EL. 6 Views self as a teacher/learner

Performance Indicators	Strategies
a. Children will use questions and offer own ideas.	a-d. Early care and education programs will provide opportunities for child to express ideas while maintaining a routine with clear expectations.
b. Children will alternate taking the lead and taking direction from adults	
c. Children will use multiple strategies to explore and learn from others.	
d. Children will assist others and accept assistance from peers with adult guidance.	

C. SOCIAL COMPETENCE

Developmental Expectation: Children will be socially competent in early learning environments.

Program Standard: Early care and education programs will provide the environment, context, and opportunities for children to develop social competence.

EL. 1 Interacting with one or more other children

Performance Indicators	Strategies
a. Children will share materials	a-e. Early care and education programs will provide opportunities for child to initiate and sustain interactions with children by modeling and supporting the qualities of fair play.
b. Children will take turns.	
c. Children will solve problems.	
d. Children will participate in group games.	
e. Children will cooperate in a variety of activities.	

EL. 2 Seeking out peers as play partners

Performance Indicators	Strategies
a. Children will successfully enter a group by using appropriate words	a-d. Early care and education programs will provide opportunities for child to initiate and sustain interactions with children and model and teach positive social skills.
b. Children will recognize what a peer might need or want	
c. Children will play cooperatively with other children	

d. Children will maintain on ongoing friendship	

EL. 3 Participating successfully as a member of a group

Performance Indicators	Strategies
a. Children will respect others, self, and property by: <ul style="list-style-type: none"> • Waiting for a turn • Listening attentively • Being quiet when appropriate • Using materials appropriately • Sharing toys and materials 	a. Early care and education programs will provide opportunities, modeling, and instruction for children to respect others, self, and property.
b. Children will participate appropriately during group activities and follow classroom routines	b. Early care and education programs will provide opportunities for children to understand and follow routines and expectations.
c. Children will use polite words, such as “please,” “thank you,” and “excuse me.”	c. Early care and education programs will encourage and model polite words using reminders when appropriate.

EL. 4 Using words and other positive strategies to resolve conflicts

Performance Indicators	Strategies
a. Children will physically or verbally assert needs and desires, in a positive way.	a-e. Early care and education programs will provide opportunities for children to initiate and sustain interactions with others and model/teach positive problem solving strategies.
b. Children will use words to solve conflicts.	
c. Children will accept compromise suggested by peer or teacher.	
d. Children will seek adult help when needed to resolve conflicts.	
e. Children will suggest a solution to solve a problem.	

EL. 5 Understanding when and how to ask for adult help

Performance Indicators	Strategies
a. Children will seek adult’s attention appropriately when they need help.	a-b. Early care and education programs will provide accessible and approachable caregivers who model and teach appropriate attention seeking behaviors with consistent routines and expectations.
b. Children will differentiate between immediate and non-urgent needs.	

III. LANGUAGE DEVELOPMENT AND COMMUNICATION

A. LISTENING AND UNDERSTANDING

Developmental Expectation: Children will convey and interpret meaning through listening and understanding.

Program Standard: Early care and education programs will provide the environment, context, and opportunities for children to develop their abilities to listen and understand.

EL. 1 Deriving meaning from verbal and nonverbal cues

Performance Indicators	Strategies
a. Children will point to pictures or objects described by their use.	a-c. Early care and education programs will provide a language rich environment in which adults actively model and engage children in communication.
b. Children will understand simple vocabulary in environment.	
c. Children will answer and ask what do you do if...? who? where? what? when ?and how? questions.	

EL. 2 Listening with understanding to stories, books, directions, and conversations

Performance Indicators	Strategies
a. Children will show interest and participate interactively with adults in daily read alouds.	a. Early care and education programs will provide daily interactive reading activities.
b. Children will develop story comprehension through: <ul style="list-style-type: none"> • Answering simple questions about the story. • Acting out parts of a familiar story. • Telling simple details about pictures in a story. • Retelling a simple story. • Predicting story line from title and picture cues and justifying thinking. 	b. Early care and education programs will provide daily interactive reading activities, in which story comprehension strategies are modeled.
c. Children will pay attention for a limited time in a small/large group situation.	c-d. Early care and education programs will provide small and large group activities, of a developmentally appropriate length, and model and explain appropriate behavior during these situations.
d. Children will focus on and attend to the speaker.	
e. Children will hold thoughts and stay quiet when someone else is talking.	
	e. Early care and education programs will engage children in conversations and model and explain appropriate skills.

EL. 3 Following directions of increasing complexity

Performance Indicators	Strategies
a. Children will follow simple one and two step directions.	a-b. Early care and education programs will give simple directions, and provide supports for children to follow them as necessary.
b. Children will follow a direction when given.	

EL. 4 Listening and responding to music and rhythm

Performance Indicators	Strategies
a. Children will clap, tap, or stomp rhythm in songs, chants, and poems.	a. Early care and education programs will expose children to songs, chants, and poems, and model and explain how to clap, tap, or stomp in rhythm.
b. Children will participate in actions during rhythmic patterns, songs, chants, poems, and finger plays.	b. Early care and education programs will expose children to rhythmic patterns, songs, chants, poems and fingerplays, and model and explain how to participate in them.
c. Children will verbally participate during songs, chants, poems, and/or finger plays.	c. Early care and education programs will expose children to songs, chants, and poems, and model and explain how to participate in them.

B. SPEAKING AND COMMUNICATING

Developmental Expectation: Children will convey and interpret meaning through speaking and other forms of communicating.

Program Standard: Early care and education programs will provide the environment, context, and opportunities for children to develop their abilities to speak and communicate.

EL. 1 Communicating needs and thoughts through gestures, sounds, and/or words

Performance Indicators	Strategies
a. Children will express needs and wants.	a-e. Early care and education programs will provide accessible and approachable caregivers who listen to children and respond to their thoughts and ideas. Adults will model and teach appropriate communication skills, and children will be given opportunities to communicate their needs and thoughts.
b. Children will ask and answer questions.	
c. Children will respond verbally to children and adults.	
d. Children will establish speaker-listener relationship.	
e. Children will use language socially by conversational turn taking, etc.	

EL. 2 Using increasingly complex and varied vocabulary and language structure

Performance Indicators	Strategies
a. Children will use the words and concepts that are taught.	a-f. Early care and education programs will model and teach increasingly complex language skills, and encourage children to practice their skills by providing varied and multiple opportunities.
b. Children will use and describe objects in the environment.	
c. Children will use simple and varied vocabulary.	
d. Children will use personal pronouns such as “they,” “we,” and “us” more frequently.	
e. Children will begin to use contractions such as “Daddy won’t” and “What’s that?”	
f. Children will ask and answer fairly complex questions, such as “When did this happen?” or “How did you do that?”	

EL. 3 Using speech understandable to familiar and unfamiliar listeners

Performance Indicators	Strategies
a. Children will begin to demonstrate pre-verbal skills.	a-b. Early care and education programs will model and teach appropriate communication skills, and children will be given opportunities to communicate their needs and thoughts. Adults will be accessible, approachable, and patient as they listen to children and respond to their thoughts and ideas.
b. Children will be understood by others most of the time.	

C. EARLY LITERACY

Developmental Expectation: Children will have the literacy skills and concepts needed to prepare them to learn to read and write.

Program Standard: Early care and education programs will provide the environment, context, and opportunities for children to develop literacy concepts and skills.

EL. 1 Understanding concepts of print (book and print awareness)

Performance Indicators	Strategies
a. Children will hold books properly and turn pages starting at the front, one page at a time.	a-e. Early care and education programs will expose children to a variety of books on a daily basis and introduce concepts of print.
b. Children will be introduced to cover, title, front, and back of book.	
c. Children will “read” from left to right.	
d. Children will recognize the difference between pictures and print.	
e. Children will understand that print carries a message.	

EL. 2 Using a variety of strategies to derive meaning from a text

Performance Indicators	Strategies
a. Children will look at picture cues to get information about a book.	a. Early care and education programs will model and explain strategies while reading books with children. Children will have access to familiar and new books on a daily basis, in guided and independent situations.
b. Children will use beginning letters of words to help them recognize familiar words, such as names.	
c. Children will recognize patterns in stories and use them to “read” the book.	

EL. 3 Alphabetic awareness

Performance Indicators	Strategies
a. Children will associate letters of the alphabet with letters in their own name.	a-d. Early care and education programs will provide a print-rich environment and talk with children about the letters they see in the environment (ex. Food wrappers, road signs, books).
b. Children will recognize letters in the environment.	
c. Children will recognize the difference between letters, numbers, and shapes.	
d. Children will begin to recognize and name some letters, both capital and lower case.	

EL. 4 Phonological awareness

Performance Indicators	Strategies
a. Children will clap syllables of name and other words.	a. Early care and education programs will model and teach children how to clap syllables of name and other words.
b. Children will recognize rhyming words in poems, stories, songs, chants, and games.	b. Early care and education programs will expose children to rhyme in poems, stories, songs, chants, and games, and will provide multiple opportunities for children to practice rhyme.
c. Children will begin to recognize letter sounds in words.	c. Early care and education programs will draw attention to beginning and significant sounds in words as they appear in the environment.

EL. 5 Understanding language structure

Performance Indicators	Strategies
a. Children will use appropriate grammar when speaking.	a. Early care and education programs will model appropriate grammar when speaking, and remind children about the appropriate usage grammar.

EL. 6 Associating sounds with written letters

Performance Indicators	Strategies
a. Children will relate some letters to the sounds they represent.	a. Early care and education programs will expose children to letters and the concept that letters represent sounds.

EL. 7 Understanding and use of writing to represent thoughts or ideas

Performance Indicators	Strategies
a. Children will experiment with writing tools.	a. Early care and education programs will provide a variety of writing tools, and model and teach their use.
b. Children will make simple shapes on paper.	b. Early care and education programs will model, teach, and provide opportunities for children to make simple shapes on paper in guided and independent activities.
c. Children will understand that simple words can be written down and read back.	c. Early care and education programs will model writing, and give children opportunities to tell an adult what to write for them.
d. Children will use drawing, scribbles, letter-like forms, or conventional letters to put thoughts on paper.	d. Early care and education programs will model, teach, and provide opportunities for children to draw, scribble, make letter-like forms, or conventional letters on paper in guided and independent activities.

EL. 8 Understanding increasingly complex and varied vocabulary used in language and the environment

Performance Indicators	Strategies
a. Children will respond to simple questions about the books content, for example “Can you tell me what this book is about?”	a-b. Early care and education programs will provide daily reading experiences and conversations about the books and stories that are read.
b. Children will make predictions based on pictures or portions of stories.	

EL.9 Appreciation of literature

Performance Indicators	Strategies
a. Children will enjoy books and reading experiences.	a-d. Early care and education programs will expose children to a variety of literature and guided and independent literacy experiences, and will model appreciation for literature.
b. Children will self-select books for independent reading.	
c. Children will be aware of authors and illustrators.	
d. Children will make connections between literature and other areas of play, such as acting out stories in dramatic play center, drawing characters from stories, etc.	

IV. APPROACHES TO LEARNING

A. CURIOSITY, ENGAGEMENT, AND PERSISTENCE

Developmental Expectation: Children will be curious and open to new tasks and challenges, using initiative, task persistence, and attentiveness to extend their learning.

Program Standard: Early care and education programs will provide the environment, context, and diverse opportunities for children to extend their learning through curiosity, engagement, and persistence.

EL. 1 Discovering and trying new things

Performance Indicators	Strategies
a. Children will notice new things in the environment (ex. Toys, books, displays, people, etc).	a. Early care and education programs will provide opportunities for the child to use their five senses to participate in a variety of new play situations by: <ul style="list-style-type: none"> • Rotating materials • Changing environment • Introducing new people • Designate areas of the environment for different activities
b. Children will indicate a desire to try a new activity, place, material, and playmate.	
c. Children will explore all areas of the environment, through their five senses (ex. Writing center, dramatic play area, sensory table, blocks, etc).	

EL. 2 Extending learning through attempting, repeating, experimenting, refining, and elaborating on an activity

Performance Indicators	Strategies
a. Children will create a scenario or a play sequence that tells a story.	a. Early care and education programs will provide age-appropriate materials in a nurturing environment by: <ul style="list-style-type: none"> • Allowing children to save projects • Allowing children to repeat activities • Provide story props and a variety of materials for complex projects
b. Children will draw pictures or write “stories” about topics of interest.	
c. Children will create complex projects that they continue for an extended time.	

EL. 3 Persistence in working on an activity

Performance Indicators	Strategies
a. Children will engage in activities for an extended period of time.	a. Early care and education programs will provide age-appropriate materials in a nurturing environment by: <ul style="list-style-type: none"> • Providing ample work/play time • Allowing children to save projects • Encouraging children to continue activities

B. INVENTION AND IMAGINATION

Developmental Expectation: Children will use invention and imagination to extend their learning.

Program Standard: Early care and education programs will provide the environment, context, and diverse opportunities for children to extend their learning through use of invention and imagination.

EL. 1 Trying new things and taking risks

Performance Indicators	Strategies
a. Children will feel secure in his/her environment to try new things with appropriately decreasing adult support.	a. Early care and education programs will provide opportunities for children to participate in a variety of play situations by providing a safe and consistent environment in which they can interact with accessible and approachable adults.

EL. 2 Problem-solving using a variety of strategies

Performance Indicators	Strategies
a. Children will be aware of a variety of problem solving strategies.	a. Early care and education programs will model and teach a variety of problem solving strategies.
b. Children will show determination to solve problems in new ways.	b. Early care and education programs will provide opportunities for the child to engage in simple/complex play and verbally encourage the child to continue working on solving problems.

EL. 3 Using complex scenarios in pretend play

Performance Indicators	Strategies
a. Children will assume the role of someone else or something else.	a. Early care and education programs will provide opportunities, encouragement, and props for complex pretend play.
b. Children will engage in elaborate and sustained role play.	
c. Children will use make believe props in planned and sustained play.	
d. Children will create a scenario or place sequence that tells a story.	

EL. 4 Exploring movement, music, and a variety of artistic media

Performance Indicators	Strategies
a. Children will participate in music and movement activities.	a. Early care and education programs will expose children to a variety of music and movement activities, and encourage and support participation.
b. Children will engage in spontaneous music and large motor play.	b. Early care and education programs will provide opportunities for spontaneous music and large motor play
c. Children will use a variety of artistic media during guided and independent play, such as crayons, markers, paint, play dough, etc.	c. Early care and education programs will expose children to a variety of artistic media and teach children how to use them.

C. COGNITIVE SKILLS

Developmental Expectation: Children will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills. These skills include reasoning, reflection, and interpretation.

Program Standard: Early care and education programs will provide the environment, context, and increasingly complex opportunities for children to extend their learning by using cognitive skills as a tool to acquire knowledge and skills.

EL. 1 Thinking about, relating and asking questions about events and experiences, using progressively more complex language structure

Performance Indicators	Strategies
a. Children will use increasingly complex language to describe events.	a-b. Early care and education programs will provide accessible and approachable caregivers who model thoughtful comments and questions and provide opportunities for a variety of events and experiences.
b. Children will ask questions and express ideas about new experiences	

EL. 2 Learning from experience

Performance Indicators	Strategies
a. Children will express what they have learned from their experiences.	a-b. Early care and education programs will give children opportunities and support to express/reflect the knowledge they have gained through their experiences.
b. Children will connect consequences with causes.	

EL. 3 Linking new learning with past learning

Performance Indicators	Strategies
a. Children will expand on previous knowledge to create new understanding.	a. Early care and education programs will provide encouragement and support for children to explore links between new learning and past learning.

EL. 4 Generalizing and adjusting to new learning and experiences

Performance Indicators	Strategies
a. Children will use prior knowledge in new situations/environments.	a-b. Early care and education programs will provide encouragement and support for children to use prior knowledge in new situations/ environments and transfer knowledge and understanding from one environment to another.
b. Children will transfer knowledge and understanding from one environment to another.	

V. COGNITION AND GENERAL KNOWLEDGE

A. MATHEMATICAL AND LOGICAL THINKING

Developmental Expectation: Children will understand and use early mathematical concepts and logical thinking processes to extend their learning.

Program Standard: Early care and education programs will provide a supportive context and increasingly complex opportunities for children to extend their learning through the use of mathematical and logical thinking processes.

EL. 1 Group and arrange objects in a series and recognize similarity/relationships

Performance Indicators	Strategies
a. Children will sort by size, shape, and color.	a. Early care and education programs will model and teach children how to sort by size, shape, and color.
b. Children will copy and create simple patterns with blocks or other objects in the environment (i.e. red block, blue block, red block, blue block).	b. Early care and education programs will model and teach children how to copy and create patterns.
c. Children will match objects.	c. Early care and education programs will model and teach children how to match objects.
d. Children will arrange objects from biggest to smallest, tallest to shortest, etc.	d. Early care and education programs will model and teach children how to arrange objects from biggest to smallest, tallest to shortest, etc.
e. Children will name basic shapes and colors.	e. Early care and education programs will model and teach children how to name basic shapes and colors.
f. Children will locate which, out of five objects, do not belong in the same class or category.	f. Early care and education programs will model and teach children how to locate which, out of five objects, do not belong in the same class or category.
g. Children will match at least six items according to class or category.	g. Early care and education programs will model and teach children how to match at least six items according to class or category.

EL. 2 Count, join, separate, and tell how many

Performance Indicators	Strategies
a. Children will demonstrate understanding of “How many...?”	a. Early care and education programs will model and teach children concept of “How many...?”
b. Children will rote count to 20.	b. Early care and education programs will model and teach children how to rote count.
c. Children will point to objects as they count (demonstrate one-to-one correspondence) to 10.	c. Early care and education programs will model and teach children how to point to objects as they count
d. Children will hold up fingers or say their age.	d. Early care and education programs will model and teach children how to hold up fingers or say their age.
e. Children will distinguish between some/all, more/less, and few/many.	e. Early care and education programs will model and teach children how to distinguish between some/all, more/less, and few/many.
f. Children will determine how many in a set (0-10).	f. Early care and education programs will model and teach children how to determine how many in a set.
g. Children will construct two sets of objects, each containing the same number of objects (0-5).	g. Early care and education programs will model and teach children how to construct two sets of objects, each containing the same number of objects.

EL. 3 Recognize and use numerals to represent quantity

Performance Indicators	Strategies
a. Children will recognize numerals (as opposed to letters or shapes).	a-c. Early care and education programs will provide exposure to numbers and explain that they represent quantity.
b. Children will identify numerals (0-10).	
c. Children will match numerals to quantities (0-10).	

EL. 4 Understand words that locate an object in relation to its environment, put together progressively more difficult puzzles, and recognize and create two-dimensional shapes and three-dimensional objects

Performance Indicators	Strategies
a. Children will tell where things are located.	a-c. Early care and education programs will expose children to directional/positional words, and provide opportunities for them to experience them physically.
b. Children will use words to describe the direction of movement (up, down, back, into, out of, etc)	
c. Children will use positional words (over, under, behind, in front of, etc.)	
d. Children will put together progressively more difficult puzzles.	d. Early care and education programs will provide a variety of puzzles and adequate time for exploration, along with instruction and support.
e. Children will draw shapes on paper.	e. Early care and education programs will model and teach how to draw shapes.

EL. 5 Understand the concept of measurement

Performance Indicators	Strategies
a. Children will use measurement words to describe objects, such as big/small, short/long, heavy/light, etc.	a. Early care and education programs will model and explain measurement words during activities.
b. Children will compare size, weight, length, etc. of objects in the environment.	b. Early care and education programs will model and explain measurement comparisons during activities.
c. Children will experiment with measurement tools such as scales, rulers, tape measures, etc.	c. Early care and education programs will model and explain measurement tools during activities and allow time for experimentation during independent and guided play.

EL. 6 Collect, describe, and record information using all senses

Performance Indicators	Strategies
a. Children will be exposed to graphs and charts to show information during activities.	a. Early care and education programs will model and explain use of graphs and charts during activities.

B. SCIENTIFIC THINKING AND PROBLEM SOLVING

Developmental Expectation: Children will understand and use scientific tools and skills to extend their learning.

Program Standard: Early care and education programs will provide the environment, context, and increasingly complex opportunities for children to extend their learning through the use of scientific reasoning and problem solving.

EL. 1 Use their senses to observe characteristics and behaviors in the physical world

Performance Indicators	Strategies
a. Children will demonstrate observations of surroundings using senses.	a. Early care and education programs will provide environment in which adults engage actively with children in conversations about observations.
b. Children will tell when things happen.	b. Early care and education programs will provide environment in which adults engage actively with children in conversations about events and when they occur.
c. Children will sequence.	c. Early care and education programs will provide environment in which adults engage actively with children in conversations about the sequence of events.

EL. 2 Use tools to gather information, compare observed objects, and seek answers to questions through active investigation

Performance Indicators	Strategies
a. Children will experiment with tools such as scales, rulers, tape measures, books, computers, magnifying glasses, magnets, etc.	a. Early care and education programs will model and explain tools during activities and allow time for experimentation during independent and guided play.

EL. 3 Hypothesize and make predictions

Performance Indicators	Strategies
a. Children will predict (what if? why?) and justify thinking.	a. Early care and education programs will provide environment in which adults engage actively with children in conversations about predictions.

EL. 4 Form explanations based on trial and error, observations, and explorations

Performance Indicators	Strategies
a. Children will explain the cause and effect of occurrences in their surroundings.	a. Early care and education programs will model and explain explanations of occurrences in their surroundings and encourage children to do so as well.

C. SOCIAL SYSTEMS UNDERSTANDING

Developmental Expectation: Children will understand the characteristics and structures of social systems.

Program Standard: Early care and education programs will provide the environment, context, and increasingly complex opportunities for children to extend their learning through an understanding of the characteristics and structures of social systems.

EL. 1 Recognize and respect shared and different characteristics of self and others, including values and beliefs.

Performance Indicators	Strategies
a. Children will recognizes and identifies differences in personal characteristics and family cultures.	a-c. Early care and education programs will discuss different characteristics of people and model/teach respect and acceptance. The environment will reflect cultural diversity.
b. Children will recognizes that people differ in language, dress, food, etc	
c. Children will show acceptance of different characteristics of self and others through words and actions.	

EL. 2 Understand family and community interdependence

Performance Indicators	Strategies
a. Children will recognize community helpers and their functions.	a. Early care and education programs will expose children to a variety of community helpers and their duties.
b. Children will recognize the function of places in their community (ex. Grocery store, fire station, etc.)	b. Early care and education programs will expose children to a variety of community service providers in books, field trips, special guests, discussions, etc.
c. Children will recognize the diverse functions of family members in their families and other people’s families.	c. Early care and education programs will expose children to a variety of family configurations in books, special guests, discussions, etc.

EL. 3 Comprehend the concepts of fairness and equality and the reason for rules and laws

Performance Indicators	Strategies
a. Children will demonstrate responsibility by: <ul style="list-style-type: none"> • Taking turns • Following simple directions • Taking care of materials • Completing tasks 	a. Early care and education programs will model and explain the components of responsibility, and reinforce appropriate behavior.
b. Children will make smooth and safe transitions between settings and within their environments by: <ul style="list-style-type: none"> • Following in line • Following classroom routines • Accepting changes in daily schedule/routines 	b. Early care and education programs will provide an environment in which transitions are limited and made smooth by adult planning and preparation. Expectations for transitions are consistent and clearly communicated.
c. Children will recognize inequities and injustices.	c-e. Early care and education programs will model, teach, and support equity and provide opportunities for children to experience and discuss the rights of themselves and others.
d. Children will share and defend rights of others to have a turn.	
e. Children will remind others to follow rules.	

EL. 4 Recognize the interdependence of humans with the natural world

Performance Indicators	Strategies
a. Children will care for school, home, and community environments by throwing garbage in appropriate receptacles, cleaning up messes they made, putting belongings away in appropriate places, etc.	a. Early care and education programs will model and encourage appropriate care for environments through verbal directions and picture cues.
b. Children will recognize that products used daily come from a variety of sources in the natural world (ex. Milk-cows, paper-trees, etc).	b-c. Early care and education programs will provide an environment in which connections between daily life and the natural world are discussed.
c. Children will identify daily and seasonal changes in weather and how it affects human behavior (what clothing to wear, seasonal sports, etc).	

These standards are based on the Wisconsin Model Early Learning Standards and are aligned with The Creative Curriculum and High/Scope. For documents showing these alignments, please visit www.teachingstrategies.com and www.highscope.org.