



# Curriculum Alignment with

## Wisconsin Model Early Language Standards

Grade: **Ages Birth to 12 months** - Adopted: **2013/updated 2017**

<b>DOMAIN</b>	<b>WI.B-60.I.</b>	<b>HEALTH AND PHYSICAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>I.A.EL.</b>	<b>PHYSICAL HEALTH AND DEVELOPMENT</b> – Developmental Expectation: Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.1a.</b>	Demonstrates behaviors to meet self-help and physical needs. (Sleep)  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.1b.</b>	Demonstrates behaviors to meet self-help and physical needs. (Dressing)  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
--------------------------------	-----------------	--

<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.1c.</b>	Demonstrates behaviors to meet self-help and physical needs. (Toileting)  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
--------------------------------	-----------------	---

<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.1d.</b>	Demonstrates behaviors to meet self-help and physical needs. (Eating)  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
--------------------------------	-----------------	---

<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.2.</b>	Demonstrates behaviors to meet safety needs.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
--------------------------------	----------------	---

<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.3.</b>	Demonstrates a healthy life style.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
--------------------------------	----------------	--

<b>DOMAIN</b>	<b>WI.B-60.I.</b>	<b>HEALTH AND PHYSICAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>I.B.EL.</b>	<b>MOTOR DEVELOPMENT</b> – Developmental Expectation: Children in Wisconsin will develop and refine their use of small and gross motor skills.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>B.EL.1a.</b>	Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)

		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
--	--	--

DESCRIPTOR / FOCUS AREA	B.EL.1b.	Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
-------------------------	----------	--

DESCRIPTOR / FOCUS AREA	B.EL.2.	Exhibits eye-hand coordination, strength, control, and object manipulation.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 06- Develops fine-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:
-------------------------	---------	---

DOMAIN	WI.B-60.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.C.EL.	SENSORY ORGANIZATION – Developmental Expectation: Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	Uses senses to take in, experience, integrate, and regulate responses to the environment.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:

DOMAIN	WI.B-60.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.A.EL.	EMOTIONAL DEVELOPMENT – Developmental Expectation: Children in Wisconsin will demonstrate emotional competence and self regulation.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	A.EL.1.	Expresses a wide range of emotions.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:

DESCRIPTOR / FOCUS AREA	A.EL.2.	Understands and responds to others' emotions.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
-------------------------	---------	---

DOMAIN	WI.B-60.II.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD	II.B.EL.	<b>SELF-CONCEPT</b> – Developmental Expectation: Children in Wisconsin will have a personal sense of well being.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	B.EL.1.	Develops positive self-esteem.  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:

DESCRIPTOR / FOCUS AREA	B.EL.2.	Demonstrates self-awareness.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
-------------------------	---------	---

DOMAIN	WI.B-60.II.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD	II.C.EL.	<b>SOCIAL COMPETENCE</b> – Developmental Expectation: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	Demonstrates attachment, trust, and autonomy.  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:

DESCRIPTOR / FOCUS AREA	C.EL.2.	Engages in social interaction and plays with others.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
-------------------------	---------	---

DESCRIPTOR / FOCUS AREA	C.EL.3.	Demonstrates understanding of rules and social expectations.  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 14- Demonstrates self-control: Infants: 16- Develops relationships with peers:
-------------------------	---------	---

		Infants: 40- Understands the passage of time and how events are related:
--	--	--

DESCRIPTOR / FOCUS AREA	C.EL.4.	Engages in social problem solving behavior and learns to resolve conflict.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:
-------------------------	---------	--

DOMAIN	WI.B-60.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.A.EL.	LISTENING AND UNDERSTANDING – Developmental Expectation: Children in Wisconsin will convey and interpret meaning through listening and understanding.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	A.EL.1.	Derives meaning through listening to communications of others and sounds in the environment.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:

DESCRIPTOR / FOCUS AREA	A.EL.2.	Listens and responds to communications with others.  <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
-------------------------	---------	--

DESCRIPTOR / FOCUS AREA	A.EL.3.	Follows directions of increasing complexity.  <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
-------------------------	---------	---

DOMAIN	WI.B-60.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.B.EL.	SPEAKING AND COMMUNICATING – Developmental Expectation: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	B.EL.1.	Uses gestures and movements (non-verbal) to communicate.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and

		child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
--	--	--

DESCRIPTOR / FOCUS AREA	B.EL.2b.	Uses vocalizations and spoken language to communicate. (Language Content) (Semantics: rule system for establishing meaning of words, individually and in combination)  <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
-------------------------	----------	---

DOMAIN	WI.B-60.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.C.EL.	EARLY LITERACY – Developmental Expectation: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.  <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:

DESCRIPTOR / FOCUS AREA	C.EL.2.	Understands concept that the alphabet represents the sounds of spoken language and the letters of written language.  <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language: Infants: 23- Demonstrates awareness of print concepts :
-------------------------	---------	--

DESCRIPTOR / FOCUS AREA	C.EL.3.	Shows appreciation of books and understands how print works.  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :
-------------------------	---------	---

DESCRIPTOR / FOCUS AREA	C.EL.4.	Uses writing to represent thoughts or ideas.  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
-------------------------	---------	--

DOMAIN	WI.B-60.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	CURIOSITY, ENGAGEMENT, AND PERSISTENCE – Developmental Expectation: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

DESCRIPTOR / FOCUS AREA	A.EL.1.	<p>Displays curiosity, risk-taking, and willingness to engage in new experiences.</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 47- Demonstrates problem-solving skills:</p>
-------------------------	---------	---

DESCRIPTOR / FOCUS AREA	A.EL.2.	<p>Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.</p> <p><u>Progress Monitoring Skills</u>  Infants: 09- Demonstrates self-control:  Infants: 13- Engages in self-expression:  Infants: 45- Demonstrates awareness of cause and effect:  Infants: 46- Uses prior knowledge to build new knowledge:  Infants: 47- Demonstrates problem-solving skills:</p>
-------------------------	---------	--

DESCRIPTOR / FOCUS AREA	A.EL.3.	<p>Exhibits persistence and flexibility.</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
-------------------------	---------	---

DOMAIN	WI.B-60.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.B.EL.	CREATIVITY AND IMAGINATION – Developmental Expectation: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
DESCRIPTOR / FOCUS AREA	B.EL.1.	<p>Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 15- Develops relationships with adults:  Infants: 44- Uses dramatic play to express creativity:  Infants: 45- Demonstrates awareness of cause and effect:  Infants: 46- Uses prior knowledge to build new knowledge:</p>

DESCRIPTOR / FOCUS AREA	B.EL.2.	<p>Expresses self creatively through music, movement, and art.</p> <p><u>Progress Monitoring Skills</u>  Infants: 22- Develops early phonological awareness (awareness of units of sound):  Infants: 25- Organizes, represents, and builds knowledge of quantity and number:  Infants: 26- Manipulates, compares, and describes relationships using quantity and number:  Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:  Infants: 41- Participates in dance to express creativity:</p>
-------------------------	---------	--

		<p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
--	--	--

<b>DOMAIN</b>	<b>WI.B-60.IV.</b>	<b>APPROACHES TO LEARNING</b>
<b>CONTENT STANDARD</b>	<b>IV.C.EL.</b>	<b>DIVERSITY IN LEARNING – Developmental Expectation: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>C.EL.1.</b>	<p>Experiences a variety of routines, practices, and languages.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 14- Demonstrates self-control:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p> <p>Infants: 40- Understands the passage of time and how events are related:</p>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>C.EL.2.</b>	<p>Learns within the context of his/her family and culture.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
--------------------------------	----------------	---

<b>DOMAIN</b>	<b>WI.B-60.V.</b>	<b>COGNITION AND GENERAL KNOWLEDGE</b>
<b>CONTENT STANDARD</b>	<b>V.A.EL.</b>	<b>EXPLORATION, DISCOVERY, AND PROBLEM SOLVING – Developmental Expectation: Children in Wisconsin will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills. These skills include reasoning, reflection, and interpretation.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.1.</b>	<p>Uses multi-sensory abilities to process information.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.2.</b>	<p>Understands new meanings as memory increases.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
--------------------------------	----------------	---



DESCRIPTOR / FOCUS AREA	A.EL.3.	Applies problem solving skills.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
-------------------------	---------	--

DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.B.EL.	MATHEMATICAL THINKING – Developmental Expectation: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
DESCRIPTOR / FOCUS AREA	B.EL.1.	Demonstrates an understanding of numbers and counting.  <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number:

DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.B.EL.	MATHEMATICAL THINKING – Developmental Expectation: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
DESCRIPTOR / FOCUS AREA	B.EL.2.	Understands number operations and relationships.
LEARNING CONTINUUM		JOHN? SORTING?  <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.B.EL.	MATHEMATICAL THINKING – Developmental Expectation: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
DESCRIPTOR / FOCUS AREA	B.EL.3.	Explores, recognizes, and describes, shapes and spatial relationships.  <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts:

DESCRIPTOR / FOCUS AREA	B.EL.4.	Uses the attributes of objects for comparison and patterning.  <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 28- Sorts, orders, classifies, and creates patterns:
-------------------------	---------	---

DESCRIPTOR / FOCUS AREA	B.EL.5.	Understands the concept of measurement.  <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 47- Demonstrates problem-solving skills:
-------------------------	---------	---

DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.C.EL.	SCIENTIFIC THINKING – Developmental Expectation: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	Uses observation to gather information.  <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:

DESCRIPTOR / FOCUS AREA	C.EL.2.	Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.  <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:
-------------------------	---------	--

## Wisconsin Academic Standards

### Early Childhood Education

Grade: **Ages 13 to 24 months** - Adopted: **2013/updated 2017**

DOMAIN	WI.B-60.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.A.EL.	PHYSICAL HEALTH AND DEVELOPMENT – Developmental Expectation: Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	A.EL.1a.	Demonstrates behaviors to meet self-help and physical needs. (Sleep)  <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance
DESCRIPTOR / FOCUS AREA	A.EL.1b.	Demonstrates behaviors to meet self-help and physical needs. (Dressing)  <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance
DESCRIPTOR / FOCUS AREA	A.EL.1c.	Demonstrates behaviors to meet self-help and physical needs. (Toileting)  <u>Progress Monitoring Skills</u>

		12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance
--	--	---

DESCRIPTOR / FOCUS AREA	A.EL.1d.	<p>Demonstrates behaviors to meet self-help and physical needs. (Eating)</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
-------------------------	----------	--

DESCRIPTOR / FOCUS AREA	A.EL.2.	<p>Demonstrates behaviors to meet safety needs.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p>
-------------------------	---------	--

DESCRIPTOR / FOCUS AREA	A.EL.3.	<p>Demonstrates a healthy life style.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
-------------------------	---------	--

DOMAIN	WI.B-60.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.B.EL.	MOTOR DEVELOPMENT – Developmental Expectation: Children in Wisconsin will develop and refine their use of small and gross motor skills.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	B.EL.1a.	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p>

		<p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Observes that objects move at different speeds</p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
--	--	---

DESCRIPTOR / FOCUS AREA	B.EL.1b.	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Observes that objects move at different speeds</p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
-------------------------	----------	--

DESCRIPTOR / FOCUS AREA	B.EL.2.	<p>Exhibits eye-hand coordination, strength, control, and object manipulation.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
-------------------------	---------	--

DOMAIN	WI.B-60.I.	HEALTH AND PHYSICAL DEVELOPMENT
--------	------------	---------------------------------

<b>CONTENT STANDARD</b>	<b>I.C.EL.</b>	<b>SENSORY ORGANIZATION – Developmental Expectation:</b> Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>C.EL.1.</b>	<p>Uses senses to take in, experience, integrate, and regulate responses to the environment.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance  12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore  12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>

<b>DOMAIN</b>	<b>WI.B-60.II.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>II.A.EL.</b>	<b>EMOTIONAL DEVELOPMENT – Developmental Expectation:</b> Children in Wisconsin will demonstrate emotional competence and self regulation.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.1.</b>	<p>Expresses a wide range of emotions.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.2.</b>	<p>Understands and responds to others' emotions.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
--------------------------------	----------------	--

<b>DOMAIN</b>	<b>WI.B-60.II.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>II.B.EL.</b>	<b>SELF-CONCEPT – Developmental Expectation:</b> Children in Wisconsin will have a personal sense of well being.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

DESCRIPTOR / FOCUS AREA	B.EL.1.	<p>Develops positive self-esteem.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
-------------------------	---------	--

DESCRIPTOR / FOCUS AREA	B.EL.2.	<p>Demonstrates self-awareness.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
-------------------------	---------	--

DOMAIN	WI.B-60.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.C.EL.	SOCIAL COMPETENCE – Developmental Expectation: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	<p>Demonstrates attachment, trust, and autonomy.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

DESCRIPTOR / FOCUS AREA	C.EL.2.	<p>Engages in social interaction and plays with others.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 11- Demonstrates a cooperative and flexible</p>
-------------------------	---------	--

		<p>approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
DESCRIPTOR / FOCUS AREA	C.EL.3.	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
DESCRIPTOR / FOCUS AREA	C.EL.4.	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress</p>



		Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
--	--	---

<b>DOMAIN</b>	<b>WI.B-60.III.</b>	<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>
<b>CONTENT STANDARD</b>	<b>III.A.EL.</b>	<b>LISTENING AND UNDERSTANDING – Developmental Expectation:</b> Children in Wisconsin will convey and interpret meaning through listening and understanding.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.1.</b>	Derives meaning through listening to communications of others and sounds in the environment.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.2.</b>	Listens and responds to communications with others.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
--------------------------------	----------------	---

<b>DESCRIPTOR / FOCUS AREA</b>	<b>A.EL.3.</b>	Follows directions of increasing complexity.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions
--------------------------------	----------------	--

<b>DOMAIN</b>	<b>WI.B-60.III.</b>	<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>
---------------	---------------------	---



CONTENT STANDARD	III.B.EL.	<b>SPEAKING AND COMMUNICATING – Developmental Expectation:</b> Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	B.EL.1.	<p>Uses gestures and movements (non-verbal) to communicate.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
DESCRIPTOR / FOCUS AREA	B.EL.2a.	<p>Uses vocalizations and spoken language to communicate. (Language Form) (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure)</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
DESCRIPTOR / FOCUS AREA	B.EL.2b.	<p>Uses vocalizations and spoken language to communicate. (Language Content) (Semantics: rule system for establishing meaning of words, individually and in combination)</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

DESCRIPTOR / FOCUS AREA	B.EL.2c.	<p>Uses vocalizations and spoken language to communicate. (Language Function) (Pragmatics: rules governing the use of language in context)</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
-------------------------	----------	--

DOMAIN	WI.B-60.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.C.EL.	EARLY LITERACY – Developmental Expectation: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	<p>Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p>

DESCRIPTOR / FOCUS AREA	C.EL.3.	<p>Shows appreciation of books and understands how print works.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
-------------------------	---------	---

DESCRIPTOR / FOCUS AREA	C.EL.4.	<p>Uses writing to represent thoughts or ideas.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles  12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
-------------------------	---------	--

DOMAIN	WI.B-60.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	CURIOSITY, ENGAGEMENT, AND PERSISTENCE – Developmental Expectation: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	A.EL.1.	Displays curiosity, risk-taking, and willingness to engage in new experiences.

		<p><b>Progress Monitoring Skills</b></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
DESCRIPTOR / FOCUS AREA	A.EL.2.	<p>Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.</p> <p><b>Progress Monitoring Skills</b></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
DESCRIPTOR / FOCUS AREA	A.EL.3.	<p>Exhibits persistence and flexibility.</p> <p><b>Progress Monitoring Skills</b></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete</p>

		<p>more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
--	--	---

DOMAIN	WI.B-60.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.B.EL.	CREATIVITY AND IMAGINATION – Developmental Expectation: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
DESCRIPTOR / FOCUS AREA	B.EL.1.	<p>Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p>

		12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words
--	--	--

DESCRIPTOR / FOCUS AREA	B.EL.2.	<p>Expresses self creatively through music, movement, and art.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
-------------------------	---------	---

DOMAIN	WI.B-60.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.C.EL.	DIVERSITY IN LEARNING – Developmental Expectation: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	<p>Experiences a variety of routines, practices, and languages.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and</p>

		ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations
DESCRIPTOR / FOCUS AREA	C.EL.2.	<p>Learns within the context of his/her family and culture.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity:  Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>
DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	EXPLORATION, DISCOVERY, AND PROBLEM SOLVING – Developmental Expectation: Children in Wisconsin will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills. These skills include reasoning, reflection, and interpretation.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	A.EL.1.	<p>Uses multi-sensory abilities to process information.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance  12 to 24 Months: 31- Demonstrates scientific inquiry skills :  Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
DESCRIPTOR / FOCUS AREA	A.EL.2.	<p>Understands new meanings as memory increases.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
DESCRIPTOR / FOCUS AREA	A.EL.3.	<p>Applies problem solving skills.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

<b>DOMAIN</b>	<b>WI.B-60.V.</b>	<b>COGNITION AND GENERAL KNOWLEDGE</b>
<b>CONTENT STANDARD</b>	<b>V.B.EL.</b>	<b>MATHEMATICAL THINKING – Developmental Expectation: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>B.EL.1.</b>	<p>Demonstrates an understanding of numbers and counting.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance  12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>

<b>DOMAIN</b>	<b>WI.B-60.V.</b>	<b>COGNITION AND GENERAL KNOWLEDGE</b>
<b>CONTENT STANDARD</b>	<b>V.B.EL.</b>	<b>MATHEMATICAL THINKING – Developmental Expectation: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>B.EL.2.</b>	Understands number operations and relationships.
<b>LEARNING CONTINUUM</b>		<p>JOHN? SORTING?</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance  12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance  12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance  12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error  12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes  12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>

<b>DOMAIN</b>	<b>WI.B-60.V.</b>	<b>COGNITION AND GENERAL KNOWLEDGE</b>
<b>CONTENT STANDARD</b>	<b>V.B.EL.</b>	<b>MATHEMATICAL THINKING – Developmental Expectation: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>B.EL.3.</b>	Explores, recognizes, and describes, shapes and spatial relationships.



		<p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
--	--	--

DESCRIPTOR / FOCUS AREA	B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
-------------------------	---------	--

DESCRIPTOR / FOCUS AREA	B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance</p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>
-------------------------	---------	---

DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.C.EL.	SCIENTIFIC THINKING – Developmental Expectation: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:



DESCRIPTOR / FOCUS AREA	C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 31- Demonstrates scientific inquiry skills :</p> <p>Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
-------------------------	---------	--

© 2021 EdGate Correlation Services, LLC. All Rights reserved.  
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)