

Wisconsin Model Early Learning Standards

Correlation to Wisconsin Project Learning Tree (PLT) Early Childhood Activity Guide and Music/Movement Compact Disc

Wisconsin Model Early Learning Standards

Early learning standards specify developmental expectations for children upon kindergarten completion supported by practice-based evidence and scientific research. They include performance standards and provide a framework for the development of program standards and assessment practices. Children who meet the developmental expectations outlined in the Early Learning Standards will be prepared to master Wisconsin's Model Academic Standards.

- Developmental expectations refer to what young children should know and be able to do, within the expected wide variability of development that occurs in the early childhood period.
- Performance standards tell how we will know that young children are meeting developmental expectations.
- Program standards refer to what programs must do to ensure children have the opportunities and experiences needed to meet developmental expectations.

These standards provide a framework of developmentally appropriate expectations for young children that can guide their work in creating,

evaluating, and improving the conditions necessary for children's optimal development. As a result, young children will have more opportunities for positive development and learning.

The Early Learning Standards align with Wisconsin's Model Academic Standards in their comprehensive focus on developmentally appropriate expectations for the early childhood period from age three through age five. Research indicates that children who meet expectations in these developmental domains will be successful in mastering academic standards. As such, the Early Learning Standards provide a foundation for the Model Academic Standards.

Guiding Principles of Wisconsin's Model Early Learning Standards

The Early Learning Standards Advisory Committee has established the following Guiding Principles to inform the development and application of Early Learning Standards in Wisconsin. These guiding principles reflect the knowledge base in scientific research, our values, and our commitment to young children and families.

- All children are capable and competent.
- A child's early learning and development is multidimensional.

- *Expectations for children must be guided by knowledge of child growth and development.*
- *Children are individuals who develop at various rates.*
- *Children are members of cultural groups that share developmental patterns.*
- *Children exhibit a range of skills and competencies within any domain of development.*
- *Children learn through play and the active exploration of their environment.*
- *Parents are children's primary and most important caregivers and educators.*

The Wisconsin Model Early Learning Standards publication is available in single or multiple copies from:

*Wisconsin Child Care Information Center
2109 S. Stoughton Road, Madison, WI 53716
Phone: 800-362-7353*

Email: ccic@dpi.state.wi.us

A PDF file of the Wisconsin Model Early Learning Standards can be found at: www.collaboratingpartners.com/docs/NMN_EL_Standards.pdf

About Project Learning Tree

Since its introduction in 1976, PLT has been recognized as one of the world's leading environmental education programs. PLT uses hands-on, interdisciplinary activities to increase PreK-12 students' understanding of our environment.



About these Correlations

Beth Mittermaier originally designed this correlation template to align the PLT PreK-8 Activity Guide with Wisconsin's Model Academic Standards under a grant from the Wisconsin Environmental Education Board (WEEB) in cooperation with the Wisconsin Department of Natural Resources @2001 WEEB and WDNR

WI PLT Early Childhood correlation to WI Model Early Learning Standards by Cindy Bertalan, WDNR 2004



Health & Physical Development

A. Physical Health & Well Being

Developmental Expectation

Children in Wisconsin will be physically active, physically healthy, and effectively care for their physical well being

- *Activity provides the opportunities and experiences children need to meet developmental expectations.*

Program Standard

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

<i>Performance Standards</i>			
<i>A.EL.1 Self-care routines</i>	<i>A.EL.2 Safety rules and directions</i>	<i>A.EL.3 Components of a healthy lifestyle, including nutrition, exercise, rest, and the role of health-care providers</i>	<i>A.EL.4 Use of multi-sensory abilities to process information</i>
<i>Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities</i>			
<i>The Shape of Things</i>			●
<i>To Be a Tree</i>			●
<i>Adopt a Tree</i>			●
<i>Trees as Habitats</i>			●
<i>Sounds Around</i>			●

Health & Physical Development

B. Motor Development

Developmental Expectation

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

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

Early care and education programs in Wisconsin 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.

Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities	Performance Standards		
	B.E.L.1 Strength, control, balance, coordination, locomotion, and endurance	B.E.L.2 Hand-eye coordination, strength, control, and object manipulation	B.E.L.3 Use of their senses to take in, experience, integrate, and regulate responses to their environment
<i>The Shape of Things</i>	●	●	●
<i>To Be a Tree</i>	●	●	
<i>Adopt a Tree</i>	●	●	●
<i>Trees as Habitats</i>	●	●	●
<i>Sounds Around</i>	●	●	●

Social & Emotional Development

A. Emotional Development

Developmental Expectation

Children in Wisconsin will be emotionally healthy.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop emotional competence.

Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities	Performance Standards				
	A.E.L.1 Expressing a wide range of emotions in a variety of settings (pretend, play, drawing, dancing, etc.)	A.E.L.2 Seeking adult interaction as needed for emotional support, physical assistance, social interaction, and approval	A.E.L.3 Self-control	A.E.L.4 Use of words to communicate emotions	A.E.L.5 Understanding and responding to others emotions
The Shape of Things			●	●	
To Be a Tree	●		●		
Adopt a Tree	●		●	●	
Trees as Habitats	●		●	●	
Sounds Around	●		●	●	

Social & Emotional Development

B. Self-Concept

Developmental Expectation

Children in Wisconsin will have a sense of personal well being.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

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

Performance Standards

Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities	B.EL.1 Self-esteem	B.EL.2 Self-direction in choices and actions	B.EL.3 Self-awareness, including abilities, characteristics, and preferences	B.EL.4 Creative self-expression	B.EL.5 Willingness to make needs known and to trust in others	B.EL.6 Views self as a teacher/learner
The Shape of Things	●	●	●	●		●
To Be a Tree	●	●	●	●		●
Adopt a Tree	●	●	●	●		●
Trees as Habitats	●	●		●		●
Sounds Around	●			●		●

Social & Emotional Development

C. Social Competence

Developmental Expectation

Children in Wisconsin will be socially competent in early learning environments.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop social competence.

		Performance Standards				
		C.EL.1 Interacting with one or more other children	C.EL.2 Seeking out peers as play partners	C.EL.3 Participating successfully as a member of a group	C.EL.4 Using words and other positive strategies to resolve conflicts	C.EL.5 Understanding when and how to ask for adult help
Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities						
The Shape of Things		●		●		
To Be a Tree		●		●		
Adopt a Tree		●		●		
Trees as Habitats		●	●	●		
Sounds Around		●		●		

Language Development & Communication

A. Listening & Understanding

Developmental Expectation

Children in Wisconsin will convey and interpret meaning through listening and understanding.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

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

Performance Standards				
	A.E.L.1 Deriving meaning from verbal and nonverbal cues	A.E.L.2 Listening with understanding to stories, books, directions, and conversations	A.E.L.3 Following directions of increasing complexity	A.E.L.4 Listening and responding to music and rhythm
<i>Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities</i>				
<i>The Shape of Things</i>	●	●	●	●
<i>To Be a Tree</i>	●	●	●	●
<i>Adopt a Tree</i>	●	●	●	●
<i>Trees as Habitats</i>	●	●	●	●
<i>Sounds Around</i>	●	●	●	●

Language Development & Communication

B. Speaking & Communicating

Developmental Expectation

Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

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

Performance Standards

Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities	B.EL.1 Communicating needs and thoughts through gestures, sound, and/or words	B.EL.2 Using increasingly complex and varied vocabulary and language structure	B.EL.3 Using speech understandable to familiar and unfamiliar listeners
<i>The Shape of Things</i>	●		
<i>To Be a Tree</i>	●	●	
<i>Adopt a Tree</i>	●	●	
<i>Trees as Habitats</i>	●	●	
<i>Sounds Around</i>	●		

Language Development & Communication

C. Early Literacy

Developmental Expectation

Children in Wisconsin will have the literacy skills and concepts needed to prepare them to learn to read and write.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

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

Performance Standards

Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities	C.EL.1 Understanding concepts of print (book and print awareness)	C.EL.2 Using a variety of strategies to derive meaning from a text	C.EL.3 Alphabetic awareness	C.EL.4 Phonological awareness	C.EL.5 Understanding language structure	C.EL.6 Associating sounds with written letters	C.EL.7 Understanding and use of writing to represent thoughts or ideas	C.EL.8 Understanding increasingly complex and varied vocabulary used in language and the environment
The Shape of Things	●	●	●					
To Be a Tree	●	●	●					●
Adopt a Tree	●	●	●					●
Trees as Habitats	●	●	●					●
Sounds Around	●	●	●					●

Approaches to Learning

A. Curiosity, Engagement & Persistence

Developmental Expectation

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

- *Activity provides the opportunities and experiences children need to meet developmental expectations.*

Program Standard

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

Performance Standards		
<i>A.E.L.1 Discovering and trying new things</i>	<i>A.E.L.2 Extending learning through attempting, repeating, experimenting, refining, and elaborating on an activity</i>	<i>A.E.L.3 Persistence in working on an activity</i>
<i>●</i>	<i>●</i>	<i>●</i>
		<i>●</i>
<i>●</i>	<i>●</i>	<i>●</i>
<i>●</i>	<i>●</i>	<i>●</i>
<i>●</i>	<i>●</i>	

<i>Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities</i>		
<i>The Shape of Things</i>		
<i>To Be a Tree</i>		
<i>Adopt a Tree</i>		
<i>Trees as Habitats</i>		
<i>Sounds Around</i>		

Approaches to Learning

B. Invention & Imagination

Developmental Expectation

Children in Wisconsin will use invention and imagination to extend their learning.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

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

	Performance Standards			
	B.E.L.1 Trying new things and taking risks	B.E.L.2 Problem-solving using a variety of strategies	B.E.L.3 Using complex scenarios in pretend play	B.E.L.4 Exploring movement, music, and a variety of artistic media
Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities				
The Shape of Things	●			●
To Be a Tree	●			●
Adopt a Tree	●			●
Trees as Habitats	●		●	●
Sounds Around	●		●	●

Approaches to Learning

C. Cognitive Skills

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.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

Early care and education programs in Wisconsin 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.

	Performance Standards			
	C.EL.1 Thinking about, relating and asking questions about events and experiences, using progressively more complex language structure	C.EL.2 Learning from experience	C.EL.3 Linking new learning with past learning	C.EL.4 Generalizing and adjusting to new learning and experiences
Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities				
<i>The Shape of Things</i>			●	●
<i>To Be a Tree</i>		●	●	
<i>Adopt a Tree</i>	●	●	●	●
<i>Trees as Habitats</i>	●	●	●	●
<i>Sounds Around</i>	●	●	●	●

Cognition & General Knowledge

A. Mathematical & Logical Thinking

Developmental Expectation

Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

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

Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities	Performance Standards					
	A.E.L.1 Group and arrange objects in a series and recognize similarity/relationships	A.E.L.2 Count, join, separate, and tell how many	A.E.L.3 Recognize and use numerals to represent quantity	A.E.L.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 shapes	A.E.L.5 Understand the concept of measurement	A.E.L.6 Collect, describe, and record information using all senses
The Shape of Things	●					●
To Be a Tree						●
Adopt a Tree	●	●				●
Trees as Habitats				●		●
Sounds Around	●			●		●

Cognition & General Knowledge

B. Scientific Thinking & Problem Solving

Developmental Expectation

Children in Wisconsin will understand and use scientific tools and skills to extend their learning.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

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

Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities	Performance Standards			
	B.E.L.1 Use their senses to observe characteristics and behaviors in the physical world	B.E.L.2 Use tools to gather information, compare observed objects, and seek answers to questions through active investigation	B.E.L.3 Hypothesize and make predictions	B.E.L.4 Form explanations based on trial and error, observations, and explorations
The Shape of Things	●	●		
To Be a Tree	●	●		
Adopt a Tree	●	●		●
Trees as Habitats	●	●	●	●
Sounds Around	●			●

Cognition & General Knowledge

C. Social Systems Understanding

Developmental Expectation

Children in Wisconsin will understand the characteristics and structures of social systems.

- Activity provides the opportunities and experiences children need to meet developmental expectations.

Program Standard

Early care and education programs in Wisconsin 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.

	Performance Standards			
	C.EL.1 Recognize and respect shared and different characteristics of self and others, including values and beliefs	C.EL.2 Understand family and community interdependence	C.EL.3 Comprehend the concepts of fairness and equality and the reason for rules and laws	C.EL.4 Recognize the interdependence of humans with the natural world
<i>Wisconsin PLT Early Childhood Activity Guide and Music/Movement Compact Disc Activities</i>				
<i>The Shape of Things</i>				
<i>To Be a Tree</i>	●			
<i>Adopt a Tree</i>				●
<i>Trees as Habitats</i>	●			●
<i>Sounds Around</i>				●