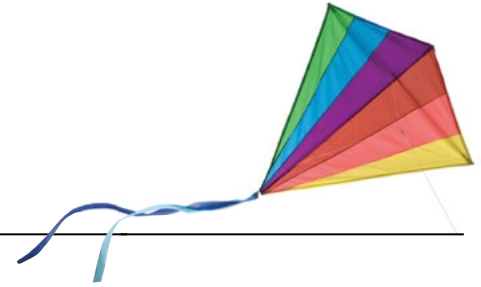




Alignment of



GOLD®

Objectives for Development & Learning:
Birth *Through* Third Grade



WITH

GOLD® Objectives for Development and Learning, Birth Through Third Grade

aligned to

Wisconsin Model Early Learning Standards

Ages three to five, adopted 2013

DOMAIN	W.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.A.EL.	Physical Health and Development: Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	I.A.EL.1a.	<p>Demonstrates behaviors to meet self-help and physical needs. (Sleep)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
DESCRIPTOR / FOCUS AREA	I.A.EL.1b.	<p>Demonstrates behaviors to meet self-help and physical needs. (Dressing)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
DESCRIPTOR / FOCUS AREA	I.A.EL.1c.	<p>Demonstrates behaviors to meet self-help and physical needs. (Toileting)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
DESCRIPTOR / FOCUS AREA	I.A.EL.1d.	<p>Demonstrates behaviors to meet self-help and physical needs. (Eating)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

DESCRIPTOR / FOCUS AREA	I.A.EL.2.	<p>Demonstrates behaviors to meet safety needs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
DESCRIPTOR / FOCUS AREA	I.A.EL.3.	<p>Demonstrates a healthy life style.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
DOMAIN	WI.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.B.EL.	MOTOR DEVELOPMENT: Children in Wisconsin will develop and refine their use of small and gross motor skills.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	I.B.EL.1a.	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
DESCRIPTOR / FOCUS AREA	I.B.EL.1b.	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>

DESCRIPTOR / FOCUS AREA	I.B.EL.2.	Exhibits eye-hand coordination, strength, control, and object manipulation. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
DOMAIN	WI.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	1.C.EL.	SENSORY ORGANIZATION: Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	I.C.EL.1.	Uses senses to take in, experience, integrate, and regulate responses to the environment. <u>No Correlations</u>
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.A.EL.	Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.A.EL.1.	Expresses a wide range of emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
DESCRIPTOR / FOCUS AREA	II.A.EL.2.	Understands and responds to others' emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.B.EL.	Self-Concept: Children in Wisconsin will have a personal sense of well-being.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

DESCRIPTOR / FOCUS AREA	II.B.EL.1.	<p>Develops positive self-esteem.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
DESCRIPTOR / FOCUS AREA	II.B.EL.2.	<p>Demonstrates self-awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.C.EL.	Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.C.EL.1.	<p>Demonstrates attachment, trust, and autonomy.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.2.	<p>Engages in social interaction and plays with others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.3.	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.4.	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.6 Suggest solutions to social problems</p>



DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.A.EL.	Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.A.EL.1.	Derives meaning through listening to communications of others and sounds in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
DESCRIPTOR / FOCUS AREA	III.A.EL.2.	Listens and responds to communications with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	Follows directions of increasing complexity. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.B.EL.	Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.B.EL.1.	Uses gestures and movements (non-verbal) to communicate. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate

DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.C.EL.1.	<p>Shows an appreciation of books and understands how print works.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.2.	<p>Develops alphabetic awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>

DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	<p>Develops phonological awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	<p>Develops phonemic awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	<p>Demonstrates the use of strategies to read words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.5.	<p>Uses writing to represent thoughts or ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.

PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.A.EL.1.	Displays curiosity, risk-taking, and willingness to engage in new experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
DESCRIPTOR / FOCUS AREA	IV.A.EL.2.	Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
DESCRIPTOR / FOCUS AREA	IV.A.EL.3.	Exhibits persistence and flexibility. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.B.EL.	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.B.EL.1.	Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	Expresses self creatively through music, movement, and art. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.C.EL.	Diversity in Learning: 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		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.C.EL.1.	Experiences a variety of routines, practices, and languages. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
DESCRIPTOR / FOCUS AREA	IV.C.EL.2.	Learns within the context of his/her family and culture. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
DESCRIPTOR / FOCUS AREA	IV.C.EL.3.	Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	Exploration, Discovery, and Problem Solving: 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		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.A.EL.1.	Uses multi-sensory abilities to process information. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

DESCRIPTOR / FOCUS AREA	V.A.EL.2.	<p>Understands new meanings as memory increases.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
DESCRIPTOR / FOCUS AREA	V.A.EL.3.	<p>Applies problem solving skills.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.B.EL.	Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	<p>Demonstrates an understanding of numbers and counting.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.2.	<p>Understands number operations and relationships.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	<p>Explores, recognizes, and describes, shapes and spatial relationships.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to) • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

DESCRIPTOR / FOCUS AREA	V.B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.4 Copies simple repeating patterns</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.6.	<p>Collects, describes, and records information using all senses.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.C.EL.	Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	<p>Uses observation to gather information.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 24 Uses scientific inquiry skills
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	<p>Hypothesizes and makes predictions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 24 Uses scientific inquiry skills

DESCRIPTOR / FOCUS AREA	V.C.EL.4.	Forms explanations based on trial and error, observations, and explorations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
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Wisconsin Model Early Learning Standards

Ages birth to 12 months, adopted 2013

DOMAIN	WI.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.A.EL.	Physical Health and Development: Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	I.A.EL.1a.	Demonstrates behaviors to meet self-help and physical needs. (Sleep) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
DESCRIPTOR / FOCUS AREA	I.A.EL.1b.	Demonstrates behaviors to meet self-help and physical needs. (Dressing) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
DESCRIPTOR / FOCUS AREA	I.A.EL.1c.	Demonstrates behaviors to meet self-help and physical needs. (Toileting) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
DESCRIPTOR / FOCUS AREA	I.A.EL.1d.	Demonstrates behaviors to meet self-help and physical needs. (Eating) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

DESCRIPTOR / FOCUS AREA	I.A.EL.2.	<p>Demonstrates behaviors to meet safety needs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
DESCRIPTOR / FOCUS AREA	I.A.EL.3.	<p>Demonstrates a healthy life style.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
DOMAIN	WI.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.B.EL.	MOTOR DEVELOPMENT: Children in Wisconsin will develop and refine their use of small and gross motor skills.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	I.B.EL.1a.	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.2 Moves to explore immediate environment</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.2 Balances while exploring immediate environment</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.2 Reaches, grasps, and releases objects</p>
DESCRIPTOR / FOCUS AREA	I.B.EL.1b.	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.2 Moves to explore immediate environment</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.2 Balances while exploring immediate environment</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.2 Reaches, grasps, and releases objects</p>

DESCRIPTOR / FOCUS AREA	I.B.EL.2.	Exhibits eye-hand coordination, strength, control, and object manipulation. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
DOMAIN	WI.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	1.C.EL.	SENSORY ORGANIZATION: Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	I.C.EL.1.	Uses senses to take in, experience, integrate, and regulate responses to the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.A.EL.	Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.A.EL.1.	Expresses a wide range of emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
DESCRIPTOR / FOCUS AREA	II.A.EL.2.	Understands and responds to others' emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.B.EL.	Self-Concept: Children in Wisconsin will have a personal sense of well-being.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

DESCRIPTOR / FOCUS AREA	II.B.EL.1.	<p>Develops positive self-esteem.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
DESCRIPTOR / FOCUS AREA	II.B.EL.2.	<p>Demonstrates self-awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.C.EL.	Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.C.EL.1.	<p>Demonstrates attachment, trust, and autonomy.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.2.	<p>Engages in social interaction and plays with others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.3.	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.4.	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.1 Emerging to 3b.2 Expresses feelings during a conflict</p>



DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.A.EL.	Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.A.EL.1.	Derives meaning through listening to communications of others and sounds in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
DESCRIPTOR / FOCUS AREA	III.A.EL.2.	Listens and responds to communications with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	Follows directions of increasing complexity. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.B.EL.	Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.B.EL.1.	Uses gestures and movements (non-verbal) to communicate. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate

DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.1 Emerging to 9c.2 Uses one- or two-word sentences or phrases</p>
DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.1 Emerging to 9c.2 Uses one- or two-word sentences or phrases</p>
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.C.EL.1.	<p>Shows an appreciation of books and understands how print works.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.2.	<p>Develops alphabetic awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Not Yet</p>

DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	<p>Develops phonological awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Not Yet • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Not Yet • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Not Yet
DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	<p>Develops phonemic awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Not Yet • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Not Yet • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Not Yet
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	<p>Demonstrates the use of strategies to read words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Not Yet
DESCRIPTOR / FOCUS AREA	III.C.EL.5.	<p>Uses writing to represent thoughts or ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Not Yet
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

DESCRIPTOR / FOCUS AREA	IV.A.EL.1.	Displays curiosity, risk-taking, and willingness to engage in new experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DESCRIPTOR / FOCUS AREA	IV.A.EL.2.	Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DESCRIPTOR / FOCUS AREA	IV.A.EL.3.	Exhibits persistence and flexibility. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.B.EL.	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.B.EL.1.	Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks Not Yet
DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	Expresses self creatively through music, movement, and art. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks Not Yet
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.C.EL.	Diversity in Learning: 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		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.C.EL.1.	Experiences a variety of routines, practices, and languages. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Not Yet
DESCRIPTOR / FOCUS AREA	IV.C.EL.2.	Learns within the context of his/her family and culture. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.1 Emerging 12b.2 Looks for familiar persons when they are named; relates objects to events
DESCRIPTOR / FOCUS AREA	IV.C.EL.3.	Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	Exploration, Discovery, and Problem Solving: 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		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.A.EL.1.	Uses multi-sensory abilities to process information. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DESCRIPTOR / FOCUS AREA	V.A.EL.2.	Understands new meanings as memory increases. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

DESCRIPTOR / FOCUS AREA	V.A.EL.3.	Applies problem solving skills. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.B.EL.	Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	Demonstrates an understanding of numbers and counting. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.1 Emerging to 20a.2 Verbally counts (not always in the correct order)
DESCRIPTOR / FOCUS AREA	V.B.EL.2.	Understands number operations and relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	Explores, recognizes, and describes, shapes and spatial relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Not Yet
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	Uses the attributes of objects for comparison and patterning. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.1 Emerging to 23.2 Shows interest in simple patterns in everyday life
DESCRIPTOR / FOCUS AREA	V.B.EL.5.	Understands the concept of measurement. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Not Yet

DESCRIPTOR / FOCUS AREA	V.B.EL.6.	Collects, describes, and records information using all senses. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Not Yet
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.C.EL.	Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	Uses observation to gather information. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	Hypothesizes and makes predictions. No Correlations
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	Forms explanations based on trial and error, observations, and explorations. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

Wisconsin Model Early Learning Standards

Ages 13 to 24 months, adopted 2013

DOMAIN	W.I.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.A.EL.	Physical Health and Development: Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	I.A.EL.1a.	<p>Demonstrates behaviors to meet self-help and physical needs. (Sleep)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
DESCRIPTOR / FOCUS AREA	I.A.EL.1b.	<p>Demonstrates behaviors to meet self-help and physical needs. (Dressing)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
DESCRIPTOR / FOCUS AREA	I.A.EL.1c.	<p>Demonstrates behaviors to meet self-help and physical needs. (Toileting)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
DESCRIPTOR / FOCUS AREA	I.A.EL.1d.	<p>Demonstrates behaviors to meet self-help and physical needs. (Eating)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
DESCRIPTOR / FOCUS AREA	I.A.EL.2.	<p>Demonstrates behaviors to meet safety needs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>

DESCRIPTOR / FOCUS AREA	I.A.EL.3.	Demonstrates a healthy life style. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN	WI.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.B.EL.	MOTOR DEVELOPMENT: Children in Wisconsin will develop and refine their use of small and gross motor skills.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	I.B.EL.1a.	Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
DESCRIPTOR / FOCUS AREA	I.B.EL.1b.	Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
DESCRIPTOR / FOCUS AREA	I.B.EL.2.	Exhibits eye-hand coordination, strength, control, and object manipulation. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
DOMAIN	WI.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	1.C.EL.	SENSORY ORGANIZATION: Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:



DESCRIPTOR / FOCUS AREA	I.C.EL.1.	Uses senses to take in, experience, integrate, and regulate responses to the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.A.EL.	Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.A.EL.1.	Expresses a wide range of emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
DESCRIPTOR / FOCUS AREA	II.A.EL.2.	Understands and responds to others' emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.B.EL.	Self-Concept: Children in Wisconsin will have a personal sense of well-being.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.B.EL.1.	Develops positive self-esteem. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DESCRIPTOR / FOCUS AREA	II.B.EL.2.	Demonstrates self-awareness. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.C.EL.	Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.



PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.C.EL.1.	<p>Demonstrates attachment, trust, and autonomy.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.2.	<p>Engages in social interaction and plays with others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.3.	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.2 Expresses feelings during a conflict</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.4.	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.3 Emerging to 3b.4 Seeks adult help to resolve social problems</p>
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.A.EL.	Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.A.EL.1.	<p>Derives meaning through listening to communications of others and sounds in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>

DESCRIPTOR / FOCUS AREA	III.A.EL.2.	<p>Listens and responds to communications with others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	<p>Follows directions of increasing complexity.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.4 Follows simple requests not accompanied by gestures</p>
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.B.EL.	Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.B.EL.1.	<p>Uses gestures and movements (non-verbal) to communicate.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>
DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>

DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.C.EL.1.	<p>Shows an appreciation of books and understands how print works.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.2.	<p>Develops alphabetic awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Not Yet</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	<p>Develops phonological awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.1 Emerging to 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>

DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	<p>Develops phonemic awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.1 Emerging to 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	<p>Demonstrates the use of strategies to read words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Not Yet</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.5.	<p>Uses writing to represent thoughts or ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.A.EL.1.	<p>Displays curiosity, risk-taking, and willingness to engage in new experiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
DESCRIPTOR / FOCUS AREA	IV.A.EL.2.	<p>Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>

DESCRIPTOR / FOCUS AREA	IV.A.EL.3.	Exhibits persistence and flexibility. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.B.EL.	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.B.EL.1.	Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	Expresses self creatively through music, movement, and art. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.C.EL.	Diversity in Learning: 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		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.C.EL.1.	Experiences a variety of routines, practices, and languages. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
DESCRIPTOR / FOCUS AREA	IV.C.EL.2.	Learns within the context of his/her family and culture. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events

DESCRIPTOR / FOCUS AREA	IV.C.EL.3.	<p>Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	Exploration, Discovery, and Problem Solving: 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		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.A.EL.1.	<p>Uses multi-sensory abilities to process information.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
DESCRIPTOR / FOCUS AREA	V.A.EL.2.	<p>Understands new meanings as memory increases.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.3 Emerging to 12b.4 Remembers the sequence of personal routines and experiences with teacher support</p>
DESCRIPTOR / FOCUS AREA	V.A.EL.3.	<p>Applies problem solving skills.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.B.EL.	Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	<p>Demonstrates an understanding of numbers and counting.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.2 Verbally counts (not always in the correct order)</p>



DESCRIPTOR / FOCUS AREA	V.B.EL.2.	<p>Understands number operations and relationships.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	<p>Explores, recognizes, and describes, shapes and spatial relationships.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.2 Matches two identical shapes</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.2 Shows interest in simple patterns in everyday life</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.2 Makes simple comparisons between two objects</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.6.	<p>Collects, describes, and records information using all senses.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Not Yet</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.C.EL.	Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	<p>Uses observation to gather information.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>

DESCRIPTOR / FOCUS AREA	V.C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	<p>Hypothesizes and makes predictions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	<p>Forms explanations based on trial and error, observations, and explorations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>

Wisconsin Model Early Learning Standards

Ages 25 to 36 months, adopted 2013

DOMAIN	W.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.A.EL.	Physical Health and Development: Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	I.A.EL.1a.	<p>Demonstrates behaviors to meet self-help and physical needs. (Sleep)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

DESCRIPTOR / FOCUS AREA	I.A.EL.1b.	Demonstrates behaviors to meet self-help and physical needs. (Dressing) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
DESCRIPTOR / FOCUS AREA	I.A.EL.1c.	Demonstrates behaviors to meet self-help and physical needs. (Toileting) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
DESCRIPTOR / FOCUS AREA	I.A.EL.1d.	Demonstrates behaviors to meet self-help and physical needs. (Eating) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
DESCRIPTOR / FOCUS AREA	I.A.EL.2.	Demonstrates behaviors to meet safety needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
DESCRIPTOR / FOCUS AREA	I.A.EL.3.	Demonstrates a healthy life style. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
DOMAIN	WI.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.B.EL.	MOTOR DEVELOPMENT: Children in Wisconsin will develop and refine their use of small and gross motor skills.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

DESCRIPTOR / FOCUS AREA	I.B.EL.1a.	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
DESCRIPTOR / FOCUS AREA	I.B.EL.1b.	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
DESCRIPTOR / FOCUS AREA	I.B.EL.2.	<p>Exhibits eye-hand coordination, strength, control, and object manipulation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
DOMAIN	WI.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	1.C.EL.	SENSORY ORGANIZATION: Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	I.C.EL.1.	<p>Uses senses to take in, experience, integrate, and regulate responses to the environment.</p> <p><u>No Correlations</u></p>
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.A.EL.	Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:



DESCRIPTOR / FOCUS AREA	II.A.EL.1.	Expresses a wide range of emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
DESCRIPTOR / FOCUS AREA	II.A.EL.2.	Understands and responds to others' emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.B.EL.	Self-Concept: Children in Wisconsin will have a personal sense of well-being.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.B.EL.1.	Develops positive self-esteem. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
DESCRIPTOR / FOCUS AREA	II.B.EL.2.	Demonstrates self-awareness. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
DOMAIN	WI.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.C.EL.	Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.C.EL.1.	Demonstrates attachment, trust, and autonomy. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults

DESCRIPTOR / FOCUS AREA	II.C.EL.2.	Engages in social interaction and plays with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
DESCRIPTOR / FOCUS AREA	II.C.EL.3.	Demonstrates understanding of rules and social expectations. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
DESCRIPTOR / FOCUS AREA	II.C.EL.4.	Engages in social problem solving behavior and learns to resolve conflict. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.A.EL.	Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.A.EL.1.	Derives meaning through listening to communications of others and sounds in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
DESCRIPTOR / FOCUS AREA	III.A.EL.2.	Listens and responds to communications with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	Follows directions of increasing complexity. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures

DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.B.EL.	Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.B.EL.1.	<p>Uses gestures and movements (non-verbal) to communicate.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>
DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
DESCRIPTOR / FOCUS AREA	III.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>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

DESCRIPTOR / FOCUS AREA	III.C.EL.1.	Shows an appreciation of books and understands how print works. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
DESCRIPTOR / FOCUS AREA	III.C.EL.2.	Develops alphabetic awareness. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	Develops phonological awareness. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	Develops phonemic awareness. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	Demonstrates the use of strategies to read words. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Not Yet
DESCRIPTOR / FOCUS AREA	III.C.EL.5.	Uses writing to represent thoughts or ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message



DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.A.EL.1.	Displays curiosity, risk-taking, and willingness to engage in new experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
DESCRIPTOR / FOCUS AREA	IV.A.EL.2.	Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
DESCRIPTOR / FOCUS AREA	IV.A.EL.3.	Exhibits persistence and flexibility. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.B.EL.	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.B.EL.1.	Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	Expresses self creatively through music, movement, and art. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.C.EL.	Diversity in Learning: 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		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.C.EL.1.	Experiences a variety of routines, practices, and languages. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
DESCRIPTOR / FOCUS AREA	IV.C.EL.2.	Learns within the context of his/her family and culture. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
DESCRIPTOR / FOCUS AREA	IV.C.EL.3.	Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	Exploration, Discovery, and Problem Solving: 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		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.A.EL.1.	Uses multi-sensory abilities to process information. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

DESCRIPTOR / FOCUS AREA	V.A.EL.2.	<p>Understands new meanings as memory increases.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</p>
DESCRIPTOR / FOCUS AREA	V.A.EL.3.	<p>Applies problem solving skills.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.B.EL.	Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	<p>Demonstrates an understanding of numbers and counting.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.2.	<p>Understands number operations and relationships.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	<p>Explores, recognizes, and describes, shapes and spatial relationships.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to) • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life</p>



DESCRIPTOR / FOCUS AREA	V.B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>GOLD® Objectives for Development and Learning</u> <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.6.	<p>Collects, describes, and records information using all senses.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Not Yet</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.C.EL.	Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	<p>Uses observation to gather information.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	<p>Hypothesizes and makes predictions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	<p>Forms explanations based on trial and error, observations, and explorations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills</p>

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