

# Wisconsin Model Early Learning Standards Alignment with HighReach Learning, Inc., Curriculum for Ages 3–5

The following table aligns the Wisconsin Model Early Learning Standards for Children Entering Kindergarten, adopted by the Wisconsin Department of Education, with the High Reach Learning curriculum for ages 3–5.

All HighReach Learning curriculum programs are integrated and thematic. Within each topic are four subtopics comprised of over 120 center-based activities and events, which can be selected by the teacher based on children’s needs, development levels, and interests. The curriculum is standards based, and all activities link to objectives. There is a proven connection to educational theorists and a balanced approach of child-guided and adult-guided experiences. The curriculum’s pedagogy is “intentionality,” which is supported by research.

| <b>HighReach Learning, Inc., Curriculum for Ages 3–5 Alignment with the Wisconsin Model Early Learning Standards</b>  |  |
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| <b>I. HEALTH AND PHYSICAL DEVELOPMENT:</b>  |  |
| <b>Wisconsin Model Early Learning Standards</b>   | <b>HighReach Learning Curriculum Alignment with Standards</b>  |
| <b>A. PHYSICAL HEALTH AND WELL BEING</b>  |  |
| A.EL.1. Self-care routines  | <ul style="list-style-type: none"> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>   |
| A.EL.2. Safety rules and directions   | <ul style="list-style-type: none"> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>   |
| A.EL.3. Components of a healthy lifestyle, including nutrition, exercise, rest, and the role of health-care providers | <ul style="list-style-type: none"> <li>• <b>SE19</b> Develops growing awareness of jobs and what is required to perform them.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>   |
| A.EL.4. Use of multi-sensory abilities to process information   | <ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>L4</b> For non-English-speaking children, progresses in listening to and understanding English.</li> <li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li> </ul> |

| <b>B. MOTOR DEVELOPMENT</b>  |   |
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| B.EL.1. Strength, control, balance, coordination, locomotion and endurance                                 | <ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> </ul>      |
| B.EL.2. Hand-eye coordination, strength, control, and object manipulation                                  | <ul style="list-style-type: none"> <li>• <b>PHD1</b> Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.</li> <li>• <b>PHD2</b> Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.</li> <li>• <b>PHD3</b> Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.</li> </ul> |
| B.EL.3. Use of their senses to take in, experience, integrate, and regulate responses to their environment | <ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> </ul>  |

## **II. SOCIAL AND EMOTIONAL DEVELOPMENT:**

| <b>Wisconsin Model Early Learning Standards</b>  | <b>HighReach Learning Curriculum Alignment with Standards</b>   |
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| <b>A. EMOTIONAL DEVELOPMENT</b>  |   |
| A.EL.1. Expressing a wide range of emotions in a variety of settings (pretend, play, drawing, dancing, etc.)             | <ul style="list-style-type: none"> <li>• <b>CA8</b> Exhibits growing sense of wonder, awe, and pleasure.</li> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul> |
| A.EL.2. Seeking adult interaction as needed for emotional support, physical assistance, social interaction, and approval | <ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>   |

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| A.EL.3. Self-control  | <ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> <li>• <b>SE8</b> Progresses in ability to distinguish between intentional and unintentional acts of others.</li> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> </ul> |
| A.EL.4. Use of words to communicate emotions                                  | <ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> </ul>   |
| A.EL.5. Understanding and responding to others emotions                       | <ul style="list-style-type: none"> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>  |
| <b>B. SELF-CONCEPT</b>  |  |
| B.EL.1. Self-esteem   | <ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> </ul>   |
| B.EL.2. Self-direction in choices and actions                                 | <ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> </ul>  |
| B.EL.3. Self-awareness, including abilities, characteristics, and preferences | <ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>   |

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| B.EL.4. Creative self-expression                               | <ul style="list-style-type: none"> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> </ul>  |
| B.EL.5. Willingness to make needs known and to trust in others | <ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul> |
| B.EL.6. Views self as a teacher/learner                        | <ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>  |
| <b>C. SOCIAL COMPETENCE</b>                                    |   |
| C.EL.1. Interacting with one or more other children            | <ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>   |
| C.EL.2. Seeking out peers as play partners                     | <ul style="list-style-type: none"> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> <li>• <b>SE15</b> Shows progress in developing friendships with peers.</li> </ul>  |
| C.EL.3. Participating successfully as a member of a group      | <ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>   |

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| C.EL.4. Using words and other positive strategies to resolve conflicts | <ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> </ul> |
| C.EL.5. Understanding when and how to ask for adult help               | <ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>   |

### **III. LANGUAGE DEVELOPMENT AND COMMUNICATION:**

| Wisconsin Model Early Learning Standards  | HighReach Learning Curriculum Alignment with Standards   |
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| <b>A. LISTENING AND UNDERSTANDING</b>   |  |
| A.EL.1. Deriving meaning from verbal and nonverbal cues                               | <ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>  |
| A.EL.2. Listening with understanding to stories, books, directions, and conversations | <ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> </ul> |

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| A.EL.3. Following directions of increasing complexity                           | <ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> </ul>  |
| A.EL.4. Listening and responding to music and rhythm                            | <ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> </ul>   |
| <b>B. SPEAKING AND COMMUNICATING</b>  |   |
| B.EL.1. Communicating needs and thoughts through gestures, sounds, and/or words | <ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> </ul>   |
| B.EL.2. Using increasing complex and varied vocabulary and language structure   | <ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>   |
| B.EL.3. Using speech understandable to familiar and unfamiliar listeners        | <ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> <li>• <b>L9</b> For non-English-speaking children, progresses in speaking English.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> </ul>                                  |
| <b>C. EARLY LITERACY</b>  |   |
| C.EL.1. Understanding concepts of print (book and print awareness)              | <ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</li> <li>• <b>LT9</b> Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</li> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> <li>• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> </ul> |

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| C.EL.2. Using a variety of strategies to derive meaning from a text     | <ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul> |
| C.EL.3. Alphabetic awareness  | <ul style="list-style-type: none"> <li>• <b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds.</li> <li>• <b>LT21</b> Increases in ability to notice the beginning letters in familiar words.</li> <li>• <b>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own name.</li> <li>• <b>LT23</b> Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>  |
| C.EL.4. Phonological awareness  | <ul style="list-style-type: none"> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>• <b>LT4</b> Shows growing ability to hear and discriminate separate syllables in words.</li> <li>• <b>LT5</b> Associates sounds with written words, such as awareness that different words begin with the same sound.</li> </ul>  |
| C.EL.5. Understanding language structure                                | <ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> <li>• <b>LT5</b> Associates sounds with written words, such as awareness that different words begin with the same sound.</li> <li>• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> </ul>   |
| C.EL.6. Associating sounds with written letters                         | <ul style="list-style-type: none"> <li>• <b>LT4</b> Shows growing ability to hear and discriminate separate syllables in words.</li> <li>• <b>LT5</b> Associates sounds with written words, such as awareness that different words begin with the same sound.</li> <li>• <b>LT14</b> Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</li> </ul>  |
| C.EL.7. Understanding and use of writing to represent thoughts or ideas | <ul style="list-style-type: none"> <li>• <b>LT16</b> Develops understanding that writing is a way of communicating for a variety of purposes.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>   |

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| C.EL.8. Understanding increasing complex and varied vocabulary used in language and the environment | <ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> </ul> |
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#### **IV. APPROACHES TO LEARNING:**

| Wisconsin Model Early Learning Standards | HighReach Learning Curriculum Alignment with Standards |
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#### **A. CURIOSITY, ENGAGEMENT, AND PERSISTENCE**

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| A.EL.1. Discovering and trying new things   | <ul style="list-style-type: none"> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> </ul>  |
| A.EL.2. Extending learning through attempting, repeating, experimenting, refining, and elaborating on an activity | <ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul> |
| A.EL.3. Persistence in working on an activity   | <ul style="list-style-type: none"> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> </ul>   |

#### **B. INVENTION AND IMAGINATION**

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| B.EL.1. Trying new things and taking risks            | <ul style="list-style-type: none"> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> </ul>   |
| B.EL.2. Problem-solving using a variety of strategies | <ul style="list-style-type: none"> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul> |

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| B.EL.3. Using complex scenarios in pretend play   | <ul style="list-style-type: none"> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> </ul> |
| B.EL.4. Exploring movement, music, and a variety of artistic media  | <ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>  |
| <b>C. COGNITIVE SKILLS</b>  |  |
| C.EL.1. Thinking about, relating and asking questions about events and experiences, using progressively more complex language structure | <ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> </ul>  |
| C.EL.2. Learning from experience  | <ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>   |
| C.EL.3. Linking new learning with past learning   | <ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> </ul>   |
| C.EL.4. Generalizing and adjusting to new learning and experiences  | <ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul> |
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**V. COGNITION AND GENERAL KNOWLEDGE:**

| Wisconsin Model Early Learning Standards | HighReach Learning Curriculum Alignment with Standards |
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**A. MATHEMATICAL AND LOGICAL THINKING**

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| A.EL.1. Group and arrange objects in a series and recognize similarity/relationships  | <ul style="list-style-type: none"> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> </ul>   |
| A.EL.2. Count, join, separate, and tell how many  | <ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>  |
| A.EL.3. Recognize and use numerals to represent quantity  | <ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> </ul>  |
| A.EL.4. Understand words that locate an object in relation to its environment, put together progressively more difficult puzzles, and recognize and create two-dimensional shapes and three-dimensional objects | <ul style="list-style-type: none"> <li>• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.</li> <li>• <b>M8</b> Progresses in ability to put together and take apart shapes.</li> </ul>   |
| A.EL.5. Understand the concept of measurement   | <ul style="list-style-type: none"> <li>• <b>M15</b> Shows progress in using standard and nonstandard measures.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> </ul>  |
| A.EL.6. Collect, describe, and record information using all areas   | <ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul> |

**B. SCIENTIFIC THINKING AND PROBLEM SOLVING**

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| B.EL.1. Use their senses to observe characteristics and behaviors in the physical world | <ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul> |
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|   | <ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> </ul>   |
| B.EL.2. Use tools to gather information, compare observed objects, and seek answers to questions through active investigation | <ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things and natural processes.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range or topics, ideas, and tasks.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> </ul> |
| B.EL.3. Hypothesize and make predictions  | <ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>  |
| B.EL.4. Form explanations based on trial and error, observations, and explorations  | <ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>  |
| <b>C. SOCIAL SYSTEMS UNDERSTANDING</b>  |  |
| C.EL.1. Recognize and respect shared and different characteristics of self and others, including values and beliefs | <ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>                       |
| C.EL.2. Understand family and community interdependence   | <ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>  |
| C.EL.3. Comprehend the concepts of fairness and equality and the reason for rules and laws                          | <ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul> |
| C.EL.4. Recognize the interdependence of humans with the natural world  | <ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>           |

For more information, visit the HighReach Learning Inc., Web site at [www.highreach.com](http://www.highreach.com) or contact Jenn Siegfried at [jsiegfried@highreach.com](mailto:jsiegfried@highreach.com) or (800) 729-9988 ext. 5164.