

# Head Start Early Learning Outcomes Framework (HSELOF) & the Wisconsin Model Early Learning Standards Wisconsin Alignment Document



### History

Newly released, the 2016 Head Start performance standards require that programs align school readiness goals with the Head Start Early Learning Outcomes Framework and state early learning standards (Head Start Performance Standards, 1302.102 (a), 3). In order to meet the standard and support collaboration and transition between early childhood programs, the Wisconsin Alignment was developed with a cross-sector group of professionals including Head Start, YoungStar, and early childhood professional development experts. The document was reviewed by stakeholders and will remain a living document that learns and adapts with the early childhood field.

### **Purpose of the Document**

The <u>Head Start Early Learning Outcomes Framework</u> and the <u>WI Model Early Learning Standards</u>, <u>4<sup>th</sup> Edition</u> provide educators with strategies to promote individual development with each child and each classroom. Based on a specific set of <u>Guiding Principles</u> that are evidence-based in nature, these principles highlight key roles that families have in their children's development, the belief that all children are individuals and develop within the context of their communities, and the importance of using developmentally appropriate practices to support the development of the whole child.

This alignment document focuses specifically on the alignment of *HSELOF Domains* and the *WI Model Early Learning Standards, 4<sup>th</sup> Edition*Developmental Domains. In each document, the importance of considering the interrelated nature of the domains is noted. The named domains are the same in each document:

- 1. Health and Physical Development
- 2. Social and Emotional Development
- 3. Language Development and Communication

- 4. Approaches to Learning
- 5. Cognition and General Knowledge.

There are several areas where there is not clear alignment between the Head Start Early Learning Outcomes Framework and the Wisconsin Model Early Learning Standards. These are noted with a white box and \*\*.

# **Potential Uses of the Alignment Document**

- A guide for selection of appropriate curriculum, screening and assessment tools, and for lesson-plan development.
   Note: Neither the HSELOF nor WI Model Early Learning Standards are considered curriculum nor are they to be used as assessments.
- A tool to support an understanding of how Wisconsin Early Learning Standards align with the Head Start Early Learning Outcomes Framework and how the terminology aligns.
- $\infty$  An **opportunity** for community members to reflect and discuss how they are supporting young children and their families.

	Head Sta	rt Early Learning Outcomes Framework		Wisconsin Mode	el Early Learning Standard	
Dom		Sub-Domain	Domain	Sub-Domain	Domain	Sub-Domain(s)
		Emotional and Behavioral Self-Regulation, Pgs 12, 16-17	65-76	** There is no Approaches to Learning Sub-Domain in the WMELS that easily aligns with the HSELOF Emotion and Behavioral Self-Regulation Sub- Domain. Please see the Social and Emotional Domain for alignment**, Pgs 25-40	II. Social and Emotional Development, Pgs 25-40	A. Emotional Development, Pgs 26, 28-31 C. Social Competence, Pgs 27, 35- 40
ig, Pgs 10-21	) j	Cognitive Self-Regulation (Executive Functioning), Pgs 13, 18-19	ing, Pgs 65	A. Curiosity, Engagement,	II. Socia Develop	A. Emotional Development, Pgs 26, 28-31
o Learnir		Initiative and Curiosity, Pgs 14, 20	s to Learr	And Persistence, Pgs 66, 68-70		
Approaches to Learning,		Creativity, Pgs 15, 21	IV. Approaches to Learning, Pgs	B. Creativity And Imagination, Pgs 67, 71-72		
Ap	•	** There is no Approaches to Learning Sub- Domain in the HSELOF that easily aligns with the WMELS Diversity in Learning Sub-Domain. Please see the Social and Emotional Domain for alignment**, Pgs. 22-33		C. Diversity in Learning, Pgs. 67, 73-75		
pment,		Relationships With Adults, Pgs 24, 29	0	C. Social Competence, Pgs 27, 35-		
Develo	<u></u>	Relationships With Other Children, Pgs 25, 30-31	II. Social and Emotional Development, Pgs 25-40	40		
Social and Emotional Development,	Pgs 22-33	Emotional Functioning, Pgs 26-27, 31-32		A. Emotional Development, Pgs 26, 28-31		
Sociala		Sense Of Identity And Belonging, Pgs 27-28, 32-33	= ă	B. Self-Concept, Pgs 26, 32-34	IV. Approaches to Learning, Pgs 65-76	C. Diversity In Learning, Pgs 67, 73- 75
	36-45	Attending And Understanding, Pgs 36, 42	<del>t</del>	A. Listening And Understanding, Pgs 42, 44-46		
6	munication, Pgs 36-45	Communicating And Speaking, Pgs. 37-38, 43-44	ication, Pgs 41-64	B. Speaking And Communicating, Pgs 43, 47-53	II. Social and Emotional Development, Pgs 25-40	C. Social Competence, Pgs 27, 35-40
Language and Literacy, Pgs 34-49	Language and Commul	Vocabulary, Pgs 39, 44-45	III. Language Development and Communicati	A. Listening And Understanding, Pgs 42, 44-46  B. Speaking And Communicating,		
ige and	Lang	Emergent Literacy, Pgs 39-41	opment	Pgs 43, 47-53		
Langua	6	Phonological Awareness, Pg 46	Develo			
	<sup>9</sup> gs 46-49	Print And Alphabet Knowledge, Pgs 46-47	anguage	C. Early Literacy, Pgs 43, 54-64		
	Literacy, Pgs 46-49	Comprehension And Text Structure, Pgs 47-48	III. L			
		Writing, Pg 49				

	Head Sta	rt Early Learning Outcomes Framework		Wisconsin Mode	el Early Learning Standard	s
Dom		Sub-Domain	Domain	Sub-Domain	Domain	Sub-Domain(s)
		Exploration And Discovery, Pg 52		A. Exploration, Discovery, And	IV. Approaches to Learning, Pgs 65-76	A. Curiosity, Engagement, And Persistence, Pgs 66, 68-70
		Memory, Pg 53		Problem Solving, Pgs 78, 80-84	II. Social and Emotional Development, Pgs 25-40	C. Social Competence, Pgs 27, 35-40
	2-56	Reasoning And Problem-Solving, Pg 54				
	Cognition, Pgs 52-56	Emergent Mathematical Thinking, Pg 55	0	B. Mathematical Thinking, Pgs 78, 85-95		
-65	Cogniti		owledge, Pgs 77-10	**There is no Cognition and Gerneral Knowledge Sub-Domain in the WMELS that easily aligns with the HSELOF Imitation and Symbolic	IV. Approaches to Learning, Pgs 65-76	B. Creativity And Imagination, Pgs 67, 71-72
Cognition, Pgs 50-65		Imitation And Symbolic Representation And Play, Pg 56	V. Cognition and General Knowledge, Pgs 77-100	Representation and Play Sub- Domain. Please see the Approaches to Learning d Langugae Development and Communication domains for alignment**, Pgs 67, 71-72; 43, 55- 54	III. Language Development and Communication, Pgs 42- 54	C. Early Literacy, Pgs , 43, 55-64
	pment,	Counting And Cardinality, Pgs. 57-58	V. Cogni			
	Mathematics Development, Pgs 57-61	Operations And Algebraic Thinking, Pg 59		B. Mathematical Thinking, Pgs 78, 85-95		
	natic Pgs	Measurement, Pg 60				
	Mather	Geometry And Spatial Sense, Pgs 60-61				
	ientific Reasoning, Pgs 62-65	Scientific Inquiry, Pgs 62-63		C. Scientific Thinking, Pgs 79, 96- 100		
	Scientifi Pg	Reasoning And Problem-Solving, Pgs 64-65				
d Physical	68-75	Perception, Pg 68	evelopment,	C. Sensory Organization, Pgs 13, 23- 24		
or, an	, Pgs	Gross Motor, Pgs 69, 72	cal De L-24	B. Motor Development, Pgs 12, 20-		
Moto	meni	Fine Motor, Pgs 70, 73	Physical D Pgs 11-24	22		
Perceptual, Motor, and Physical	Development, Pgs 68-75	Health, Safety, And Nutrition, Pgs 71, 74-75	I. Health and Physical Development, Pgs 11-24	A. Physical Health And Development, Pgs 12, 14-19		

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	Head Start Ea	arly Learning Framework			Wisconsin Model Ear	ly Learnin	g Standards	
Domain	Sub-Domain	Goals	Domain	Sub-Domain			Sub-Domain(s)	Performance Standards
		IT-ATL 1. Child manages feelings and emotions with support of familiar adults.						A.EL.1 Expresses a wide range of emotions.
		IT-ATL 2. Child manages actions and behavior with support of familiar adults.						
	Emotional and Behavioral	P-ATL 1. Child manages emotions with increasing independence.		** There is no Approaches to Learning Sub-Domain in the WMELS that easily aligns with the HSELOF Emotion and		s 25-40	A. Emotional Development, Pg. 26, 28-31	A.EL.2 Understands and responds to others' emotions.
	Self-Regulation, Pgs 12, 16- 17	P-ATL 2. Child follows classroom rules and routines with increasing independence.			on Sub-Domain. Please see the Social main for alignment**, Pgs 25-40	C. Social	C. Social Competence, Pgs 27, 35	C.EL.3 Demonstrates understanding of rules and social expectations.
		P-ATL 3. Child appropriately handles and takes care of classroom materials.						
		P-ATL 4. Child manages actions, words, and behavior with increasing independence.				Emotional Development, Pgs 25-40		C.EL.4 Engages in social problem solving behavior and learns to resolve conflict.
		IT-ATL 3. Child maintains focus and sustains attention with support.			A.EL. 1 Displays curiosity, risk-taking, and willingness to engage in new experiences.	Social and Emc		
	Cognitive Self-Regulation	IT-ATL 4. Child develops the ability to show persistence in actions and behavior.			A.EL. 3 Exhibits persistence and flexibility.	II. Socia		
		IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.	Pgs 65-76					
Pgs 10-21		P-ATL 5. Child demonstrates an increasing ability to control impulses. P-ATL 6. Child maintains focus and sustains			A.EL. 1		A. Emotional Development, Pgs 26, 28-31	A.EL.1 Expresses a wide range of emotions.
	13, 18-19	attention with minimal adult support.						
ırnin		P-ATL 7. Child persists in tasks. P-ATL 8. Child holds information in mind and	to Learning,		A.EL. 3  A.EL. 2 Engages in meaningful learning			
Approaches to Learning,		manipulates it to perform tasks.	Approaches to L	A. Curiosity, Engagement, And Persistence, Pgs 66, 68- 70	A.E., 2 Engages in meaning unlearning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.			
Appr		P-ATL 9. Child demonstrates flexibility in thinking and behavior.	IV. Ap		A.EL. 2			
		IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.						
	Initiative and Curiosity, Pgs	IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.			A.EL. 1			
	Initiative and Curiosity, Pgs 14, 20 P- in P-	P-ATL 10. Child demonstrates initiative and independence. P-ATL 11. Child shows interest in and curiosity about the world around them.			A.EL. 1			

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Head Start I	Early Learning Framework			Wisconsin Model Ear	ly Learning Standards	
Domain Sub-Domain				Performance Standards	Domain Sub-Domain(s)	Performance Standards
Creativity, Pgs 15, 21	IT-ATL 8. Child uses creativity to increase understanding and learning.  IT-ATL 9. Child shows imagination in play and interactions with others.		B. Creativity And Imagination, Pgs 67, 71-72	B.EL. 2 Expresses self creatively through music, movement, and art. B.EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the		
	P-ATL 12. Child expresses creativity in thinking and communication. P-ATL 13. Child uses imagination in play and interactions with others.			environment. B.EL. 2 B.EL. 1		
easily aligns with the WN	es to Learning Sub-Domain in the HSELOF that MELS Diversity in Learning Sub-Domain. Please Domain for alignment**, Pgs 78, 80-84		C. Diversity in Learning, Pgs. 67, 73-75	C. EL. 1 Expereinces a vareity of routines, practices, and languages.  C. EL. 2 Learns within the context of his/her family and culture.  C. EL. 3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal and intrapersonal.		

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	Head Sta	art Early Learning Framework	Wisconsin Model Early Learning Standards							
Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards		
		IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.			C.EL. 1 Demonstrates attachment, trust, and autonomy.					
	Relationships With	IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.								
	Adults, Pgs 24, 29	IT-SE 3. Child learns to use adults as a resource to meet needs.			C.EL. 3 Demonstrates understanding of rules and social expectations.					
		P-SE 1. Child engages in and maintains positive relationships and interactions with adults.								
		P-SE 2. Child engages in prosocial and cooperative behavior with adults.		0.5						
		IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.		C. Social Competence, Pgs 27, 35-40	C.EL. 2 Engages in social interaction and plays with others.					
		IT-SE 5. Child imitates and engages in play with other children.								
	Relationships With Other Children, Pgs	P-SE 3. Child engages in and maintains positive interactions and relationships with other children.								
	25, 30-31	P-SE 4. Child engages in cooperative play with other children.	0							
s 22-33		P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children	Pgs 25-40		C.EL. 3 Demonstrates understanding of rules and social expectations.					
ment, Pgs			pment, P		C.EL. 4 Engages in social problem solving behavior and learns to resolve conflict.					

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	Head Sta	art Early Learning Framework			Wisconsin Mode	l Early Learning St	andards	
Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards
nal Develo		IT-SE 6. Child learns to express a range of emotions.  IT-SE 7. Child recognizes and interprets emotions of	onal Devel		A.EL. 1 Expresses a wide range of emotions.  A.EL. 2 Understands and responds to			
Social and Emotional Develo		others with the support of familiar adults.  IT-SE 8. Child expresses care and concern towards others.	II. Social and Emotional Devel	A. Emotional Development, Pgs 26, 28-31	others' emotions.			
Socia	E .: . D 20	IT-SE 9. Child manages emotions with the support of familiar adults.			A.EL. 1			
		P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.						
		P-SE 7. Child expresses care and concern toward others.			A.EL. 2			
		P-SE 8. Child manages emotions with increasing independence.			A.EL. 1			
		IT-SE 10. Child shows awareness about self and how to connect with others.			B.EL. 2 Demonstrates self-awareness.	10		
		IT-SE 11. Child understands some characteristics of self and others.				s 65-76		
		IT-SE 12. Child shows confidence in own abilities through relationships with others.			B.EL. 1 Develops positive self-esteem.	ning, Pg.		C.EL. 2 Learns within the context of his/her family and culture.
	And Belonging, Pgs	IT-SE 13. Child develops a sense of belonging through relationships with others.		B. Self-Concept, Pgs 26, 32-34	B.EL. 2	o Learr	C. Diversity in Learning, Pgs. 67, 73-75	
	27-28, 32-33	P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.				IV. Approaches to Learning, Pgs		
		P-SE 10. Child expresses confidence in own skills and positive feelings about self.			B.EL. 1	IV. App		
		P-SE 11. Child has sense of belonging to family, community, and other groups.			B.EL. 2			C.EL. 2

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	Head Sta	rt Early Learning Framework			Wisconsin Model	Early Learning Standards		
Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards
		IT-LC 1. Child attends to, understands, and responds to communication and language from others.			A.EL. 1 Derives meaning through listening to communications of others and sounds in the environment. A.EL. 2 Listens and responds to communications with others.		•	•
	Attending And Understanding, Pgs	IT-LC 2. Child learns from communication and language experiences with others. P-LC 1. Child attends to communication and		A. Listening And Understanding, Pgs	A.EL. 3 Follows directions of increasing complexity.			
	36, 42	language from others.		42, 44-46				
		P-LC 2. Child understands and responds to increasingly complex communication and language from others						
		IT-LC 3. Child communicates needs and wants non- verbally and by using language. IT-LC 4. Child uses non-verbal communication and			B.EL. 1 Uses gestures and movements (non-verbal) to communicate.			
		language to engage others in interaction.						
		IT-LC 5. Child uses increasingly complex language in conversation with others.	B. Speaking And Communicating, Pgs 43, 47-53 B.E	B.EL. 2a Uses vocalizations and spoke language to communicate. Lanugage Form (Syntax: rule system for combining words,				
		IT-LC 6. Child initiates non-verbal communication		phrases, and sentaneces, includes parts of speech, word order,				
36-45	Communicating And Speaking, Pgs. 37-38, 43-44							
Pgs	43-44	P-LC 3. Child varies the amount of information provided to meet the demands of the situation.			B.EL. 2b Uses vocalizations and spoke language to communicate.  Language Content (senmantics: rue system for establishing			
Communication,		P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.			meaning of words, individually and in combination)	II. Social and Emotional Development, Pgs 25-40	C. Social Competence, P 27-35, 40	gs. C.EL. 3 Demonstrates understanding of rules and social expectations.
		P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	Pgs 41-64		B.EL. 2c Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context)			
34-49 nguage and		IT-LC 7. Child understands an increasing number of words used in communication with others.	ication,		B.EL. 2a			
and Literacy, Pgs 34-49 Languag	Vocabulary, Pgs 39,	IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	Communi	A. Listening And Understanding, Pgs 42, 44-46  B. Speaking And B. Speaking And Accompanying time Res	B.EL. 2a			
ind Liter	44-45	P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.		B. Speaking And Communicating, Pgs 43, 47-53	A.EL. 1-3 B.EL. 2a-c			
guage a		P-LC 7. Child shows understanding of word categories and relationships among words.	velopment	- 43, 47 33				

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	Head Sta	rt Early Learning Framework			Wisconsin Model	Early Learning Standards		
Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards
Lan		IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	Language De		C.EL. 1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.			
		IT-LC 10. Child handles books and relates them to their stories or information.	III. Lan		C.EL. 3 Shows appreciation of books and understands how print works.			
	Pgs 39-41	IT-LC 11. Child recognizes pictures and some symbols, signs, or words.			C. EL. 2 Understands concept that alphabet represents the sounds of spoken language and letters of written language.			
		IT-LC 12. Child comprehends meaning from pictures and stories.			C.EL. 3			
		IT-LC 13. Child makes marks and uses them to represent objects or actions.			C.EL. 4 Uses writing to represent thoughts or ideas.			
	Phonological Awareness, Pg 46	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.		C. Early Literacy, Pgs	C.EL. 1 C.EL. 2			
cy, Pgs 46-49	Print And Alphabet Knowledge, Pgs 46-	P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.		C.EL. 1 C.EL. 3				
Literacy, I		P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.		C.E	C.EL. 3			
		P-LIT 5. Child asks and answers questions about a book that was read aloud.						
	M/riting Da 10	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.			C.EL. 4			

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			rly Learning Framework				l Early Learning Stan		
Dom	ain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards		Sub-Domain(s)	Performance Standards
			IT-C 1. Child actively explores people and objects to understand self, others, and objects.			A.EL. 1 Uses multi-sensory abilities to process information.	ning, pgs 65-75	A. Curiosity,	A.EL. 1 Displays curiosity, risk- taking, and willingness to engage in new experiences. C. Diversity in Learning Pgs. 73-75
		Exploration And Discovery, Pg 52	IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.		A. Exploration,	A. EL. 1  A. EL. 2 Understands new meanings as memory increases.	IV. Approaches to Learning, pgs 65-75	Engagement, And Persistence, Pgs 66, 68-70	A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.
			IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.		Discovery, And Problem Solving, Pgs 78, 80-84	A. EL. 2	II. Social and Emotional Development, Pgs 25-40	C. Social Competence, Pgs 27, 35-40	C.EL. 1 Demonstrates attachment, trust, and autonomy.
		Memory, Pg 53	IT-C 4. Child recognizes the stability of people and objects in the environment.  IT-C 5. Child uses memories as a						
	9		foundation for more complex actions and thoughts.						
	52-56	Reasoning And	IT-C 6. Child learns to use a variety of			A.EL. 3 Applies problem solving	1		
	gs [		strategies in solving problems.			skills.			
	n, F	Pg 54	IT-C 7. Child uses reasoning and planning						
	nitio		ahead to solve problems.  IT-C 8. Child develops sense of number and			D.E. 1 Domonstratos an			
	Cognition, Pgs	Thinking, Pg 55	quantity.			B.EL. 1 Demonstrates an understanding of numbers and counting.			
					B. Mathematical Thinking, Pgs 78,	B.EL. 2 Understands number operations and relationships.			
			IT-C 9. Child uses spatial awareness to understand objects and their movement in space.		85-95	B.EL. 3 Explores, recognizes, and describes, shapes and spatial relationships.			
			IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.			B.EL. 4 Uses the attributes of objects for comparison and patterning.			
		Imitation And Symbolic	IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	**There is no Cogr Domain in the V		ition and Gerneral Knowledge Sub- MELS that easily aligns with the and Symbolic Representation and	IV. Approaches to Learning, pgs 66- 68	B. Creativity And Imagination, pgs 67, 71-72	B.EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.
50-65			IT-C 12. Child uses objects or symbols to represent something else.	wledge, Pg	Play Sub-Domaii Learning and Lang	n. Please see the Approaches to uge and Communication Domains t**, Pgs 67, 71-72; 43,55-64	III. Language Development and I Communication, pgs 42-54	C. Early Literacy,	C.EL. 1 Shows an appreciation obooks and understands how print works.
Cognition, Pgs 50-65			IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	eral Kno			III. Lan Developr Commul pgs 4	Pgs, 43, 55-64	
Cognit			P-MATH 1. Child knows number names and the count sequence. P-MATH 2. Child recognizes the number of	Cognition and General Knowledge, Pgs 77-100		B.EL. 1			
	ıt, Pgs 57-61	Counting And Cardinality, Pgs 57- 58	objects in a small set.  P-MATH 3. Child understands the relationship between numbers and quantities.	V. Cogniti		B.EL. 2			
			P-MATH 4. Child compares numbers. P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.		B. Mathematical	B.EL. 1			
	evelopment,	Operations And Algebraic Thinking,	P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.		B. Mathematical Thinking, Pgs 78, 85-95	B.EL. 2			

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		Head Start Ea	rly Learning Framework			Wisconsin Mode	l Early Learning Sta	ndards	
Dom	nain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards
	atics D		P-MATH 7. Child understands simple patterns.			B.EL. 4		•	
	Mathema	Measurement, Pg	P-Math 8. Child measures objects by their various attributes using standard and non- standard measurement. Uses differences in attributes to make comparisons.			B.EL. 5 Understands the concept of measurement.			
		Geometry And Spatial Sense, Pgs 60-61	P-MATH 9. Child identifies, describes, compares, and composes shapes.  P-MATH 10. Child explores the positions of objects in space.			B.EL. 3 B.EL. 6 Collects, describes, and records information using all senses.			

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		Head Start Ea	rly Learning Framework	Wisconsin Model Early Learning Standards							
Don	nain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards		
			P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events)			C.EL. 1 Uses observation to gather information. B.EL. 6		•			
	3s 62-65	Scientific Inquiry,	P-SCI 2. Child engages in scientific talk.			C.EL. 3 Hypothesizes and makes predictions. B.EL. 6					
	Reasoning, Pgs	Pgs 62-63	P-SCI 3. Child compares and categorizes observable phenomena.		C. Scientific Thinking, Pgs 79,	C.EL. 2 Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.  B.EL. 6					
	Scientific Reaso	Reasoning And Problem-Solving,	P-SCI 4. Child asks a question, gathers information, and makes predictions. P-SCI 5. Child plans and conducts investigations and experiments.			C.EL. 3 B.EL. 5-6					
			P-SCI 6. Child analyzes results, draws conclusions, and communicates results.			C.EL. 4 Forms explanations based on trial and error, observations, and explorations. B.EL. 5-6					

Head Start Early Learning Framework			Wisconsin Model Early Learning Standards		
Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards
ual, Motor, and Physical Development, Pgs 68-75	Perception, Pg 68	IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.  IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.		C. Sensory Organization, Pgs 13, 23-24	C.EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment.
	Gross Motor, pgs 69, 72	IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.			B.EL. 1a Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Purpose and Coordination</i> .
		IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.			B.EL. 1b Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Balance and Strength</i> .
		IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.			C.EL. 1
		P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	-24	B. Motor Development, Pgs 12, 20-22	B.EL. 1a B.EL. 1b
		P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	ealth and Physical Development, Pgs 11-24		C.EL.1
	Fine Motor, pgs 70, 73	IT-PMP 6. Child coordinates hand and eye movements to perform actions.	velopme		B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation.
		IT-PMP 7. Child uses hands for exploration, play, and daily routines.	/sical De		mampulation.
		IT-PMP 8. Child adjusts reach and grasp to use tools.	and Phy		
		P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	Health		



Head Start Early Learning Framework				Wisconsin Model Early Learning Standards		
	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	
Percept	Health, Safety, And Nutrition, Pgs 71, 74-75	IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	11	A. Physical Health And Development, Pgs 12, 14-19	A.EL. 1 Demonstrates behaviors to meet self-help and physical needs; (a) sleep, (b)dressing, (c) toileting; and (d) eating.  A.EL. 3 Demonstrates a healthy lifestyle.	
		IT-PMP 10. Child uses safe behaviors with support from adults.			A.EL. 2 Demonstrates behaviors to meet safety needs.	
		IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.			A.EL .3	
		P-PMP 4. Child demonstrates personal hygiene and self care skills.			A EL. 1a,b,c,d A.EL. 3	
		P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.			A.EL. 3	
		P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.			A.EL. 2	

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