

Dear Families,

We wanted to take this opportunity to share about our 4k program. Our 4k program follows the Wisconsin Model Early Learning Standards. The Wisconsin Model Early Learning Standards are state guidelines that reflect widely held expectations about what children should know and should be able to do from birth through kindergarten.

Here in Marshall, we have taken these standards and developed benchmarks that we feel reflect the students of Marshall. It is these specific benchmarks that we feel best expose and prepare students for our school district's culture of learning. These benchmarks also help teachers to plan and to set up the learning environment so that we can guide our small group instruction time and so we can facilitate learning through play.

The document shows the benchmarks for the first semester and the second semester. Along with the benchmarks, you will find the Creative Curriculum Objectives that align to them. We have also created I Can Statements for them. The I Can Statements are the same as the benchmark standards, however, they are written in student friendly language. By using this specific language, students can begin to understand and engage in their learning.

This document should give you a great view of what your child will be learning this year. Should you have any questions, please don't hesitate to ask.

We truly enjoy working closely with families to help students grow and develop to their best abilities.

~ The 4K teachers ~



Wisconsin Model Early Learning Standards  
Developmental Domain I: Health and Physical Development

Creative Curriculum	S1 - I can statement	Semester 1 Benchmark	S2 - I can statement	Semester 2 Benchmark
Objective 1c	I can take care of myself at school with help.	With reminders: wash hands, use toilet, wipe nose, dress, clean up snack, care for personal belongings, etc.	I can take care of myself at school by myself.	Independently takes of own self needs and personal belongings.
Objective 4	I can move my body in many ways with help.	Participates in gross motor activities with encouragement in the classroom and outdoors..	I can use my body safely in the classroom and outdoors by myself.	Participates in gross motor activities independently in the classroom and outdoors.
Objective 7b	I can hold my writing tool the right way with help.	Modified Tripod Grasp or Static Tripod Grasp (Fingers NOT moving with writing tool: arm, wrist, shoulder, elbow moves).	I can hold my writing tool the right way by myself.	Static Tripod Grasp (Fingers not moving w/writing tool) OR Dynamic Tripod Grasp (Fingers move w/writing tool).
Objective 7a	I can cut lines with scissors with my thumb up and use my helping hand to turn the paper.	Cuts straight lines with a scissors, thumb up and uses helping hand to turn the paper.	I can cut curves with a scissors with my thumb up and use my helping hand to turn the paper.	Cuts curves with a scissors, thumb up and uses helping hand to turn the paper.
Handwriting Without Tears	I can color inside the lines and fill the space with color with help.	Attempts to color in the lines and fill in the white space.	I can color inside the lines and fill the space with color by myself.	Colors inside the lines and fills in the white space.
Handwriting Without Tears	I can draw a picture of a 6 part person with help.	Draws a six part person with help. (head, body, arms, legs, eyes, mouth)	I can draw a picture of a 6 part person by myself.	Draws a six part person with increasing details. (head , body, arms, legs, eyes, mouth, plus...)

Wisconsin Model Early Learning Standards  
Developmental Domain 2: Social and Emotional Development

Creative Curriculum	S1 - I can statement	Semester 1 Benchmark	S2 - I can statement	Semester 2 Benchmark
Objective 1a	I can learn about my feelings	Identifies feelings.	I can show my feeling to others in a nice way.	Expresses feelings appropriately.
Objective 2a	I can talk to teachers in my room.	Manages separation without distress and engages with trusted adults.	I can talk to adults in my school.	Engages with trusted adults as resources and to share mutual interests.
Objective 2b	I can learn about other people's feelings	Identifies the feelings of other people.	I can care about other people's feelings.	Responds appropriately to other people's feelings.
Objective 1b	I can follow the rules at school with help.	Remembers and follows rules with few reminders and responds to redirection.	I can follow the rules at school by myself.	Remembers and follows rules independently.
Objective 2c	I can play by my friends.	Engages in parallel play.	I can play with my friends.	Engages in cooperative play and successfully enters and exits a variety of play situations.
Objective 3a	I can share and take turns with help.	Shares and takes turns with others with help.	I can share and take turns by myself.	Shares and takes turns independently.
Objective 3b	I can fix problems with my friends with help.	Seeks adult assistance to resolve conflict.	I can fix problems with my friends by myself.	Independently uses a variety of solutions to resolve conflict.

Wisconsin Model Early Learning Standards  
Developmental Domain 3 - Language Development & Communication

Creative Curriculum	S1 - I can statement	Semester 1 Benchmark	S2 - I can statement	Semester 2 Benchmark
Objective 9a	I can tell others what I need and want with help.	Approaches adults and peers to express needs and wants with support.	I can tell others what I need and want.	Approaches adults and peers to express needs and wants independently.
Objective 10a	I can ask and answer questions.	Engages in simple conversations with others such as asking and answering questions.	I can listen and talk with others.	Responds to others in a series of exchanges.
Objective 8b	I can follow 2-3 step directions.	Follows 2-3 step directions.	I can follow 3 or more directions.	Follows increasingly complex directions.
Objective 15a	I can recognize 5 rhyming words.	Recognize 5 rhyming words.	I can recognize 8 rhyming words.	Recognizes 8 rhyming words.
Objective 15b	I can make 4 beginning sounds.	Makes 4 beginning sounds.	I can make 8 beginning sounds.	Makes 8 beginning sounds.
Objective 16a	I can name 10 uppercase letters.	Recognizes 10 or more uppercase letters.	I can name 20 uppercase letters.	Recognizes 20 uppercase letters.
Objective 16a	I can name 6 lowercase letters.	Recognizes 6 or more lowercase letters.	I can name 15 lowercase letters.	Recognizes 15 lowercase letters.
Objective 16b	I can make 6 letter sounds.	Makes 6 or more letter	I can make 15 letter sounds.	Makes 15 or more letter

		sounds.		sounds.
Objective 17a	I can handle books correctly, ask questions and comments about them.	Handles books correctly and asks questions and makes comments.	I can point to words, pictures and the front and back covers of a book.	Identifies front cover, back cover, pictures and words.
Objective 19a	I can write some of the letters in my name.	Writes some of the letters in their first name.	I can write all of the letters in my name.	Writes all of the letters in their first name.
Objective 21a	I can follow simple directions with things around me.	Follows simple directions related to proximity (beside, between, next to)	I can use and respond to directions with objects around me.	Uses and responds appropriately to positional words indicating location, directing and distance.

Wisconsin Model Early Learning Standards  
Developmental Domain 4 - Approaches to Learning

Creative Curriculum	S1 - I can statement	Semester 1 Benchmark	S2 - I can statement	Semester 2 Benchmark
Objective IIe	I can keep learning when things in the classroom change.	Is flexible and responds in an age appropriate manner to changes in routines and schedule.	I can be curious flexible and willing to try new things.	Willingly engages in new experiences and activities that may be different or challenging.
Objective IIa	I can focus my attention for a little while.	Maintains focus for short periods of time.	I can focus my attention most of the time.	Maintains focus for longer periods of time.
Objective IIb	I can finish my work.	Sees simple tasks to completion.	I can finish my work and keep trying when things are hard.	Continues to work on tasks even when encountering difficulties.
Objective IIc	I can solve problems with help.	Observes and imitates how other people solve problems; ask for a solution.	I can solve problems independently.	Solves problems without having to try every possibility.
Objective IIb	I can engage in dramatic play by imitating.	Acts out familiar or imaginary scenarios; may use props to stand for something else.	I can engage in dramatic play with other peers.	Interacts with two or more children during pretend play; sustains play scenarios for up to 10 minutes.

Wisconsin Model Early Learning Standards  
Developmental Domain - Cognitive & General Knowledge Development

Creative Curriculum	S1 - I can statement	Semester 1 Benchmark	S2 - I can statement	Semester 2 Benchmark
Objective 20a	I can count to 10.	Counts aloud to 5.	I can count to 20.	Counts aloud to 20.
Objective 20a	I can count 5 objects.	Arranges and counts objects from 1 - 5.	I can count 10 objects.	Arranges and counts objects from a group 1 - 10.
Objective 20c	I can name 5 numbers.	Recognizes 5 numbers in the range of 0 - 10.	I can name 10 numbers.	Recognizes 10 of the numbers in the range of 0 - 10.
Objective 21b	I can point to a circle, triangle, square and rectangle.	Points to 4 shapes.	I can name a circle, triangle, square and rectangle.	Labels 4 shapes.
Objective 13	I can sort objects with help	Sorts objects with a model.	I can sort objects by myself.	Sorts objects without a model.
Objective 23	I can finish a pattern	Extends a pattern.	I can make a pattern.	Creates a pattern.