



Dear Families,

We hope that your child is enjoying 4K! We wanted to take this opportunity to share about our program. Our school district 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 Menomonee Falls, we have taken these state standards and developed benchmarks that we feel reflect the students of Menomonee Falls. 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 intentionally set up the learning environment so that we can facilitate learning through play. To help students understand the benchmarks, we created I Can Statements for them. The I Can Statements are the same as benchmarks, however they are written in student friendly language. By using this specific language, students can begin to understand and engage in their learning.

Attached you will find the benchmarks (for adults) and the I Can Statements (for students) for the first and second semester. This should give you a great view of what your child will be learning this year. Should you have any questions, please talk with your child's 4K teacher.

We enjoy working closely with families to help students grow and develop,

The 4K teachers



I. Developmental Domain: Health and Physical Development

S1 – I can statement	Semester 1 Benchmark
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 use my body safely in the classroom with help.	Demonstrates safe behaviors with reminders: walking feet, hands to self, sitting, dancing, tool/toy safety.
I can move my body in many ways with help.	Participates in gross motor activities with encouragement.
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 cut lines with a 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 color inside the lines or fill the space with color.	Attempts to color in the lines and fill in the white space.
I can draw a picture of a 6 part person with help.	Draws a six part person with help.

S2 – I can statement	Semester 2 Benchmark
I can take care of myself at school by myself.	Independently wash hands, use toilet, wipe nose, dress, clean up snack, care for personal belongings, etc.
I can use my body safely in the classroom by myself.	Demonstrates safe behaviors without reminders: walking feet, hands to self, sitting, dancing, tool/toy safety.
I can move my body in many ways by myself.	Participates in gross motor activities independently.
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). 
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.
I can color inside the lines and fill the space with color.	Colors inside the lines and fills in the white space.
I can draw a picture of a 6 part person by myself.	Draws a six part person with increasing details.



II. Developmental Domain: Social and Emotional Development

S1 – I can statement	Semester 1 Benchmark
I can learn about my feelings.	Identifies feelings.
I can learn about other people’s feelings.	Identifies the feelings of other people.
I can follow the rules at school with help.	Remembers and follows rules with few reminders and responds to redirection.
I can play by my friends.	Engages in parallel play.
I can share and take turns with help.	Shares and takes turns with others with help.
I can take care of the things in my classroom with help.	Uses materials in appropriate ways with assistance.
I can fix problems with my friends with help.	Seeks adult assistance to resolve conflict.

S2 – I can statement	Semester 2 Benchmark
I can show my feelings to others in a nice way.	Expresses feelings appropriately.
I can care about other people’s feelings.	Responds appropriately to other people’s feelings.
I can follow the rules at school by myself.	Remembers and follows rules independently.
I can play with my friends.	Engages in cooperative play and successfully enters and exits a variety of play situations.
I can share and take turns by myself.	Shares and takes turns independently.
I can take care of the things in my classroom by myself.	Uses materials in appropriate ways independently.
I can fix problems with my friends by myself.	Independently uses a variety of solutions to resolve conflict.



III. Developmental Domain: Language Development & Communication

S1 - I can statement	Semester 2 Benchmark
I can tell others what I need and want with help.	Approaches adults and peers to express needs and wants with support.
I can ask and answer questions.	Engages in simple conversations with others such as asking and answering questions.
I can follow 2-3 step directions.	Follows 2-3 step directions.
I can recognize 4 beginning sounds.	Recognizes 4 beginning sounds.
I can recognize 5 rhyming words.	Recognizes 5 rhyming words.
I can name 13 uppercase letters.	Recognizes 13 or more uppercase letters.
I can name 7 lowercase letters.	Recognizes 7 or more lowercase letters.
I can make 7 letter sounds.	Makes 7 or more letter sounds.
I can handle books correctly and ask questions and makes comments about them.	Handles books correctly and asks questions and makes comments.
I can write some of the letters in my name.	Writes some of the letters in their first name.
I can write 4 letters.	Writes 4/26 letters (uppercase or lowercase, reversals and incorrect formation are okay.)

S2 - I can statement	Semester 2 Benchmark
I can tell others what I need and want.	Approaches adults and peers to express needs and wants independently.
I can listen and talk with others.	Responds to others in a series of exchanges.
I can follow 3 or more directions.	Follows increasingly complex directions.
I can recognize 8 beginning sounds.	Recognizes 8 beginning sounds.
I can recognize 8 rhyming words.	Recognizes 8 rhyming words.
I can name 24 uppercase letters.	Recognizes 24 or more uppercase letters.
I can name 17 lowercase letters.	Recognizes 17 or more lowercase letters.
I can make 14 letter sounds.	Makes 14 or more letter sounds.
I can point to the front cover and back cover and to the words and pictures in books.	Identifies front cover, back cover, pictures and words.
I can write all of the letters in my name.	Writes all of the letters in their first name.
I can write 8 letters.	Writes 8/26 letters (uppercase or lowercase, reversals and incorrect formation are okay.)



IV. Developmental Domain: **Approaches to Learning**

S1 – I can statement	Semester 1 Benchmark	S2 – I can statement	Semester 2 Benchmark
I can keep learning when things in the classroom change.	Is flexible and responds in an age appropriate manner to changes in routine and schedule.	I can try new things that may be different or hard.	Is curious, flexible and willing to try new and unfamiliar experiences.
I can focus my attention for a little while.	Attends for short periods of time.	I can focus my attention most of the time.	Attends for longer periods of time.
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.



V. Developmental Domain: **Cognitive & General Knowledge Development**

S1 – I can statement	Semester 1 Benchmark
I can count to 5.	Counts aloud to 5.
I can count 5 objects.	Arranges and counts objects from a group 1-5.
I can name 5 numbers.	Recognizes 5 numbers in the range of 0-10.
I can point to a circle, triangle, square and rectangle.	Points to 4 shapes.
I can sort objects with help.	Sorts objects with a model.
I can finish a pattern.	Extends a pattern.

S2 – I can statement	Semester 2 Benchmark
I can count to 10.	Counts aloud to 10.
I can count 10 objects.	Arranges and counts objects from a group 1-10.
I can name 10 numbers.	Recognizes 10 of the numbers in the range of 0-10.
I can name a circle, triangle, square and rectangle.	Labels 4 shapes.
I can sort objects by myself.	Sorts objects without a model.
I can make a pattern.	Creates a pattern.