

Every Child Ready Standards & Wisconsin Model Early Learning Standards Alignment

Wisconsin Model Early Learning Standards Fifth Edition (2017)				Every Child Ready Standards Alignment						
Domain	Sub Domain	Standard	Performance Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
I. Health and Physical Development	Physical Health and Development	A.EL.1a	Demonstrates behaviors to meet self-help and physical needs. <i>Sleep</i>	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.			
	Physical Health and Development	A.EL.1b	Demonstrates behaviors to meet self-help and physical needs. <i>Dressing</i>	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.4.D Independently completes self-care and hygiene routines.		
	Physical Health and Development	A.EL.1c	Demonstrates behaviors to meet self-help and physical needs. <i>Toileting</i>	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.			
	Physical Health and Development	A.EL.1d	Demonstrates behaviors to meet self-help and physical needs. <i>Eating</i>	PD.5.A Recognizes and identifies a variety of different foods.	PD.5.B Demonstrates understanding of types of foods and preferences.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.			
	Physical Health and Development	A.EL.2	Demonstrates behaviors to meet safety needs.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.			
	Physical Health and Development	A.EL.3	Demonstrates a healthy lifestyle.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	PD.4.D Independently completes self-care and hygiene routines.	PD.6.C Independently follows safety procedures.			
	Motor Development	B.EL.1a	Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Purpose and Coordination</i>	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.		
	Motor Development	B.EL.1b	Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Balance and Strength</i>	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.				

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	Motor Development	B.EL. 2	Exhibits eye-hand coordination, strength, control, and object manipulation.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.
	Sensory Organization	C.EL. 1	Uses senses to take in, experience, integrate, and regulate responses to the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).			

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II. Social and Emotional Development	Emotional Development	A.EL. 1	Expresses a wide range of emotions.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	C-ARTS.3.A Expresses self using a variety of art materials and tools.		
	Emotional Development	A.EL. 2	Understands and responds to others' emotions.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.			
	Self-Concept	B.EL. 1	Develops positive self-esteem.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.					
	Self-Concept	B.EL. 2	Demonstrates self-awareness.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.
	Social Competence	C.EL. 1	Demonstrates attachment, trust, and autonomy.	IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
	Social Competence	C.EL. 2	Engages in social interaction and plays with others.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).
	Social Competence	C.EL. 3	Demonstrates understanding of rules and social expectations.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.		
	Social Competence	C.EL. 4	Engages in social problem solving behavior and learns to resolve conflict.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).			

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III. Language Development and Communication	Listening and Understanding	A.EL.1	Derives meaning through listening to communications of others and sounds in the environment.	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-WR.1.A Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	
	Listening and Understanding	A.EL.2	Listens and responds to communications with others.	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-WR.3.AA When asked to write their name, child scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.
	Listening and Understanding	A.EL.3	Follows directions of increasing complexity.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).		
	Speaking and Communicating	B.EL.1	Uses gestures and movements (<i>non-verbal</i>) to communicate.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.		
	Speaking and Communicating	B.EL.2a	Uses vocalizations and spoken language to communicate. Language Form (<i>Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure</i>)	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel threw the round blue ball on the roof").	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").	
	Speaking and Communicating	B.EL.2b	Uses vocalizations and spoken language to communicate. Language Content (<i>Semantics: rule system for establishing meaning of words, individually and in combination</i>)	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
	Speaking and Communicating	B.EL.2c	Uses vocalizations and spoken language to communicate. Language Function (<i>Pragmatics: rules governing the use of language in context</i>)	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.		
	Early Literacy	C.EL.1	Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."	LL-PA.1.B Blends two words to make a compound word.	LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.

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	Early Literacy	C. EL. 2	Understands concept that the alphabet represents the sounds of spoken language and the letters of written language.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.
	Early Literacy	C. EL. 3	Shows appreciation of books and understands how print works.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.1.A Treats books with care.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.1.D Looks at books independently or with peers.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.
	Early Literacy	C. EL. 4	Uses writing to represent thoughts or ideas.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	C-ARTS.3.A Expresses self using a variety of art materials and tools.		

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IV. Approaches to Learning	Curiosity, Engagement, and Persistence	A.EL. 1	Displays curiosity, risk-taking, and willingness to engage in new experiences.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.		
	Curiosity, Engagement, and Persistence	A.EL. 2	Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
	Curiosity, Engagement, and Persistence	A.EL. 3	Exhibits persistence and flexibility.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.
	Creativity and Imagination	B. EL. 1	Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.		
	Creativity and Imagination	B. EL. 2	Expresses self creatively through music, movement, and art.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	
	Diversity in Learning	C. EL. 1	Experiences a variety of routines, practices, and languages.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.			
	Diversity in Learning	C. EL. 2	Learns within the context of his/her family and culture.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.			
	Diversity in Learning	C. EL. 3	Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	

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V. Cognition and General Knowledge	Exploration, Discovery, and Problem Solving	A. EL. 1	Uses multi-sensory abilities to process information.	SC-SP.1.AA Uses senses to observe the environment.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.1.AA Engages in exploratory or sensory play.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.			
	Exploration, Discovery, and Problem Solving	A. EL. 2	Understands new meanings as memory increases.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.		
	Exploration, Discovery, and Problem Solving	A. EL. 3	Applies problem solving skills.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
	Mathematical Thinking	B. EL. 1	Demonstrates an understanding of numbers and counting.	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
	Mathematical Thinking	B. EL. 2	Understands number operations and relationships.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.7.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left.	M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.
	Mathematical Thinking	B. EL. 3	Explores, recognizes, and describes, shapes and spatial relationships.	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "from," "towards") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "behind") by using gestures or objects.
	Mathematical Thinking	B. EL. 4	Uses the attributes of objects for comparison and patterning.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroup according to a different attribute.	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
Mathematical Thinking	B. EL. 5	Understands the concept of measurement.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"			

Every Child Ready Standards & Wisconsin Model Early Learning Standards Alignment

Wisconsin Model Early Learning Standards Fifth Edition (2017)				Every Child Ready Standards Alignment							
Domain	Sub Domain	Standard	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
	Mathematical Thinking	B. EL. 6	Collects, describes, and records information using all senses.	M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	M-DAP.1.A Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.		
	Scientific Thinking	C. EL.1	Uses observation to gather information.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	SC-P.1 A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.D Describes and discusses various ways that the physical properties of characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.			
	Scientific Thinking	C. EL. 2	Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	SC-SP.1.D Formulates own science-oriented questions based on observations.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.4 E Compares and contrasts how different factors change the motion of objects.	
	Scientific Thinking	C. EL. 3	Hypothesizes and makes predictions.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.					
	Scientific Thinking	C. EL. 4	Forms explanations based on trial and error, observations, and explorations.	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).				