



WMELS Teacher Tool

	Modeling Catholic Behavior and Teachings	Unit(s)/Learning Experiences/Environment	Notes
	<i>Knows and participates in Catholic prayers</i>		
	Experiences prayer as talking to God		
	Participates in different kinds of prayer - praise, thanksgiving, and asking		
	Understands that silence is a form of prayer		
	Understands that music is a form of prayer		
	Experiences listening as prayer		
	Uses various hand positions for prayer		
	Prays the sign of the cross with appropriate gestures		
	Prays before eating		
	Begins to participate in spontaneous prayer		
	Begins to learn The Lords Prayer		
	Is familiar with the Lords Prayer as part of scripture		
	<i>Models Catholic behaviors and teachings</i>		
	Expresses thankfulness for God's love		
	Learns that doing good is acting like Jesus		
	Learns ways to help and respect others		
	Shows respect for people of all cultures, languages, races, and abilities		
	Learns ways to share with others		
	Reaches out to others through service experiences		
	Values and cares for God's creation		
	Begins to say "I'm sorry"		
	Is familiar with the story of the Good Samaritan		
	Is familiar with the story of the Prodigal Son		
	Is familiar with the story of the Golden Rule		
	Is familiar with the story of Loaves and Fishes		
	Shows love and respect for family members *		
	Knows the need to talk with someone about feelings*		
	Identifies "private and special" body parts and touches which can make a person feel uncomfortable *		
	<i>Demonstrates an understanding of Catholic worship</i>		

	Modeling Catholic Behavior and Teachings	Unit(s)/Learning Experiences/Environment	Notes
	Begins to participate in prayer experiences and/or liturgies		
	Learns about several Saints		
	Learns that Advent is a time of waiting and preparing for Christmas		
	Knows that Christmas is the celebration of Jesus' birth		
	Learns about Lent as a special time to love on another		
	Learns that Easter is a celebration of Jesus' new life		
	Recognizes Christian symbols (water, candles, cross, fish, oil, and chirho)		
	Learns that through Baptism we become children of God		
	Learns about Jesus' Last Supper		
	Begins to say "I'm sorry" and "I forgive you"		
	Is familiar with the story of Easter		
	Is familiar with the story of Christmas		
	Is familiar with the story of the Last Supper		
	Is familiar with the reference to Eucharist		
	<i>Demonstrates an understanding of Catholic beliefs</i>		
	Learns that God made and loves him/her		
	Learns that God created the world out of love		
	Knows that God gives us our senses to discover and enjoy creation		
	Learns that God's special gift to us was his son Jesus		
	Learns that Jesus showed us how to love one another		
	Identifies Mary as the mother of Jesus		
	Recognizes Mary, Joseph, and Jesus as the Holy Family		
	Learns that the Church is God's family		
	Learns that saints are people who have died and are happy with God		
	Identifies the Bible as a special book that tells about God's love		
	Is familiar with the story of creation		
	Is familiar with the story of the birth of Jesus		
	Is familiar with the story of Jesus blessing the children		
	Is familiar with the story of the Good Shepherd		
	Recognizes that there are different kinds of families*		
	Recognizes one's own family as special*		
	Recognizes and cares for the body as a special gift from God*		

	Wisconsin Model Early Learning Standards I. Health and Physical Development (pg. 12)	Unit(s)/Learning Experiences/Environment	Notes
	<i>Physical Health and Development</i>		
	A.EL.1a Demonstrates behaviors to meet self-help and physical needs - Sleep (pg. 14)		Not observable in school setting
	A.EL.1b Demonstrates behaviors to meet self-help and physical needs - Dressing (pg. 15)		
	c. Undresses/dresses self with assistance.		
	d. Dresses self with minimal assistance.		
	A.EL.1c Demonstrates behaviors to meet self-help and physical needs - Toileting (pg. 16)		
	c. Takes responsibility for toileting.		
	d. Takes full responsibility for toileting during day and night.		
	A.EL.1d Demonstrates behaviors to meet self-help and physical needs - Eating (pg. 17)		
	c. Feeds self with proficiency		
	d. Uses appropriate table etiquette or manners during mealtimes.		
	A.EL.2 Demonstrates behaviors to meet safety needs (pg. 18)		
	b. Shows awareness of new/uncomfortable situations or strangers.		
	c. Shows awareness of danger in harmful situations and begins to recognize simple rules.		
	d. Follows rules with little supervision.		

	Wisconsin Model Early Learning Standards I. Health and Physical Development (pg. 12)	Unit(s)/Learning Experiences/Environment	Notes
	A.EL.3 Demonstrates a healthy lifestyle (pg. 19)		
	b. Shows awareness of need for personal hygiene and exercise.		
	c. Begins to take responsibility for personal hygiene and exercise needs.		
	d. Cares for personal health, hygiene and exercise needs independently.		
	Physical Health and Development		
	B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance - Purpose & Coordination (pg. 20)		
	d. Walks and climbs on low objects.		
	e. Walks up and down stairs with alternating steps.		
	B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance - Balance & Strength (pg. 21)		
	d. Walks, runs, climbs, jumps, skips, and hops with control.		
	e. Throws objects with strength and control.		
	B.EL.2 Exhibits eye-hand coordination, strength, control, and object manipulation (pg. 22)		
	c. Coordinates eyes with hands and uses both hands with intention and purpose.		
	d. Performs simple fine motor skills and manipulates smaller objects with increasing control.		
	e. Uses strength and control to perform complex fine motor tasks.		
	Sensory Organization		
	C.EL.1 Uses senses to take in, experience, integrate, and regulate responses to the environment		
	d. Skills become more refined; acts or moves with increased intention and purpose.		
	e. Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking.		

	Wisconsin Model Early Learning Standards II. Social and Emotional Development (pg. 26)	Unit(s)/Learning Experiences/Environment	Notes
	<i>Emotional Development</i>		
	A.EL.1 Expresses wide range of emotion (pg. 28)		
	a. Uses facial expressions and body movements to express comfort and discomfort		
	b. Displays a variety of emotions		
	c. Uses words and gestures to express more complex emotions		
	d. Uses verbal and nonverbal language to express emotions in appropriate situations		
	e. Demonstrates awareness of own emotions and exhibits self-control		
	A.EL.2 Understands and responds to others' emotions (pg. 30)		
	a. Responds to positive emotion interactions and shows distress to negative interactions		
	b. Observes and imitates the emotions of others		
	c. Associates words and gestures with a variety of emotions expressed by others		
	d. Demonstrates empathy by recognizing the feelings of another person and responding appropriately		
	e. Interprets others' behaviors and emotions and responds appropriately		
	<i>Self-Concept</i>		
	B.EL.1 Develops positive self-esteem (pg. 32)		
	a. Begins to recognize own abilities		
	b. Demonstrates increasing self-direction and shows independence		
	c. Shows positive self-image		
	d. Exhibits positive self-concept and confidence in his/her abilities		
	e. Displays pride in his/her accomplishments		
	B.EL.2 Demonstrates self-awareness (pg. 33)		
	a. Displays personal preference and independent temperament		
	b. Becomes aware of one's self as an individual while still connected to others		
	c. Shows awareness of being part of a larger community		
	d. Demonstrates awareness of self as a unique individual		
	e. Identifies self as a member of a specific group that fits into the larger world picture		

	Wisconsin Model Early Learning Standards II. Social and Emotional Development (pg. 26)	Unit(s)/Learning Experiences/Environment	Notes
	<i>Social Competence</i>		
	C.EL.1 Demonstrates attachment, trust, and autonomy (pg. 35)		
	a. Becomes calm when needs are met		
	b. Shows anxiety upon separation from familiar adults		
	c. Shows signs of security and trust when separated from familiar adults		
	d. Transitions into unfamiliar settings with assistance from adults		
	e. Acts independently in unfamiliar settings with unfamiliar adults		
	C.EL.2 Engages in social interaction and plays with others (pg. 37)		
	a. Shows interest in being with others		
	b. Begins to engage in short play interactions with others		
	c. Participates in parallel play with others for longer periods of time		
	d. Participates in cooperative play with others		
	e. Demonstrates respect for others		
	C.EL.3 Demonstrates understanding of rules and social expectations (pg. 38)		
	a. Tests adults' reaction to his or her behavior		
	b. Demonstrates understanding of simple rules related primary to personal health and safety		
	c. Remembers and follows simple group rules and displays appropriate behavior		
	d. Displays competence at engaging in appropriate social behavior		
	e. Shows awareness of tension and stressful situations		
	f. Imitates how others solve problems		
	g. Experiments with trial and error approaches to solve simple problems and conflicts		
	C.EL.4 Engages in social problem solving behavior and learns to resolve conflict (pg. 39)		
	a. Seeks adults assistance to resolve conflicts		
	b. Asserts needs and desires appropriately in conflict situations		
	c. Uses a variety of strategies to resolve conflicts		

Wisconsin Model Early Learning Standards III. Language Development and Communication (pg. 42)		Unit(s)/Learning Experiences/Environment	Notes
<i>Listening and Understanding</i>			
A.EL.1 Derives meaning through listening to communications of others and sounds in the environment (pg. 44)			
	a. Turns towards sources of sounds		
	b. Attends toward same situation or object as another person		
	c. Enjoys short stories, rhymes, finger plays, songs, and music		
	d. Shows understanding of concept words and sequence of events		
	e. Demonstrates understanding and listening skills by attending and responding appropriately		
A.EL.2 Listens and responds to communication with others (pg. 45)			
	a. Responds to voices and intonation of others		
	b. Participates in turn taking, alternating listening, and responding		
	c. Responds appropriately when asked to identify particular nouns or action words		
	d. Responds to increasingly complex language structures, including comments, requests, and questions.		
	e. Responds and extends conversations much like adults and can sustain a topic through multiple turns.		
A.EL.3 Follows directions of increasing complexity (pg. 46)			
	a. Responds to simple requests		
	b. Understands and carries out a one-step direction		
	c. Understands and carries out two-step directions		
	d. Follows a series of three or more multi-step directions		
<i>Speaking and Communicating</i>			
B.EL.1 Uses gestures and movements to communicate (pg. 47)			
	a. Uses non-verbal gestures and movement to communicate		
	b. Uses vocalization and spoken language to communicate syntax and semantics		
<i>Early Literacy</i>			
C.EL.1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language. (pg. 54)			
	a. Recognizes and matches sounds and rhymes in familiar words		
	b. Recognizes sounds that match and words that begin or end with the same sounds		
	c. Recognizes and produces rhyming words		
	d. Discriminates separate syllables in spoken words and begins to blend and segment syllables		
	e. Recognizes single sounds and combinations of sounds		
C.EL.2 Understands that the alphabet represents the sounds of spoken language and the letters of written language (pg. 57)			

Wisconsin Model Early Learning Standards III. Language Development and Communication (pg. 42)		Unit(s)/Learning Experiences/Environment	Notes
a. Explores, repeats, imitates alphabet related songs and games			
b. Recognizes the difference between letters and other symbols			
c. Recognizes letters and their sounds in familiar words, especially in own name			
d. Makes some letters/sound connections and identifies some beginning sounds			
e. Uses a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word			
f. Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols			
g. Experiences success in reading by sounding out words			
h. Recognizes and names of the alphabet (upper and lowercase) in familiar and unfamiliar words			
i. Reads familiar decodable and some irregular words in books, signs, and labels			
C.EL.3 Shows appreciation for books and understands how print works (pg. 60)			
a. Explores and enjoys books.			
b. Points to and names pictures in a book when asked.			
c. Looks at picture books and asks questions or makes comments.			
d. Understands that print in a book carries a message.			
e. Views one page at a time from the front to the back of the book and knows that the book has a title, author, and illustrator.			
f. Chooses reading and activities and responds with interest and enjoyment.			
g. Recognizes some environmental print.			
h. Handles books correctly, and shows increasing skills in print directionality.			
i. Understands the difference between letters, words, and sentences			
j. Understands that books have characters, sequence of events, and story plots			
C.EL.4 Uses writing to represent thoughts or ideas (pg. 63)			
a. Begins to use writing tools to make marks			
b. Scribbles and creates unconventional shapes			
c. Writes lists, thank you notes, names and labels objects in play			
d. Labels pictures using scribbles or letter-like forms to represent words or ideas			
e. Writes recognizable letters and begins to write name and a few words			
f. Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling)			

Wisconsin Model Early Learning Standards IV. Approaches to Learning (pg. 66)		Unit(s)/Learning Experiences/Environment	Notes
<i>Curiosity, Engagement, and Persistence</i>			
A.EL.1 Displays curiosity, risk taking, and willingness to engage in new experiences (pg. 68)			
a. Exhibits brief interest in people and things in their surroundings.			
b. Shows growing eagerness and delight in self, others, and in surroundings.			
c. Attends for longer periods of time and shows preference for some activities.			
d. Is curious about and willing to try new and unfamiliar experiences and activities within their environment.			
A.EL.2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities (pg. 69)			
a. Attempts a new skill when encouraged and supported by a safe and secure environment.			
b. Attempts a new skill in a variety of environments.			
c. Repeats an action many times to gain confidence and skill.			
d. Experiments and practices skills to expand a skill level.			
e. Refines skills that have been successfully accomplished.			
A.EL.3 Exhibits persistence and flexibility (pg. 70)			
a. Attends to sights and sounds and persists with activity when supported by adult interaction.			
b. Focuses on activity but may be easily distracted.			
c. Persists with activity independently until goal is reached.			
d. Sets and develops goals and follows through on plans making adjustments as necessary despite distractions and mishaps.			

Wisconsin Model Early Learning Standards IV. Approaches to Learning (pg. 66)		Unit(s)/Learning Experiences/Environment	Notes
<i>Creativity and Imagination</i>			
B.EL.1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment (pg. 71)			
	a. Watches and imitates the actions of others.		
	b. Uses objects in pretend play as they are used in real life, and gradually begins to substitute one object for another in pretend play.		
	c. Recreates and acts out real-life and fantasy experiences in pretend play.		
	d. Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy.		
B.EL.2 Expresses self creatively through music, movement, and art (pg. 72)			
	a. Attends to or responds to movement, music, and visual stimuli.		
	b. Shows a preference towards certain types of movement, music, and visual stimuli.		
	c. Explores the process of using a variety of artistic materials, music, and movement.		
	d. Expresses self through a variety of artistic media, music, and movement.		
<i>Diversity in Learning</i>			
C.EL.1 Experiences a variety of routines, practices, and languages (pg. 73)			
	a. Depends on adults to communicate about their routines, cultural preferences, and learning styles.		
	b. Starts to notice differences in routines, practices, and languages.		
	c. Asks questions of adults about the differences between various routines, practices, and languages in a variety of settings.		
C.EL.2 Learns within the context of his/her family and culture (pg. 74)			
	a. Reflects their family, culture, and community when engaged in play and learning.		
	b. Starts to notice that other children and families do things differently.		
	c. Understands and accepts diversity in other children and families.		
C.EL.3 Uses various styles of learning such as visual/spatial, verbal/linguistic, bodily/kinesthetic, interpersonal, intrapersonal (pg. 75)			
	a. Tends to have a preferred learning style.		
	b. Explores other learning styles when introduced by an adult or peer.		
	c. Uses a variety of learning styles to meet their needs or achieve their goals.		

	Wisconsin Model Early Learning Standards V. Cognition and General Knowledge (pg. 78)	Unit(s)/Learning Experiences/Environment	Notes
	<i>Exploration, Discovery, and Problem Solving</i>		
	A.EL.1 Uses multi-sensory abilities to process information (pg. 80)		
	a. Uses multi-sensory abilities to process information		
	b. Shows growing eagerness and delight in self, others, and in surroundings		
	c. Attends for longer periods of time and shows preference for some activities		
	d. Is curious about and willing to try new and unfamiliar experiences and activities within their environment		
	A.EL.2 Understands new meanings as memory increases (pg. 81)		
	a. Attempts a new skill when encouraged and supported by a safe and secure environment.		
	b. Attempts a new skill in a variety of environments.		
	c. Repeats an action many times to gain confidence and skill.		
	d. Experiments and practices skills to expand a skill level.		
	e. Refines skills that have been successfully accomplished.		
	A.EL.3 Applies problem solving skills (pg. 83)		
	a. Attends to sights and sounds and persists with activity when supported by adult interaction.		
	b. Focuses on activity but may be easily distracted.		
	c. Persists with activity independently until goal is reached.		
	d. Sets and develops goals and follows through on plans making adjustments as necessary despite distractions and mishaps.		
	<i>Mathematical Thinking</i>		
	B.EL.1 Demonstrates understanding of numbers and counting (pg. 85)		
	a. Explores numbers and imitates counting.		
	b. Arranges sets of objects in 1:1 correspondence.		
	c. Can rote count and counts concrete objects to 5 and beyond.		
	d. Recognizes some numerals and associates numbers concepts with print materials in a meaningful way.		
	e. Names and writes some numerals.		
	f. Counts with 1:1 correspondence up to 20 objects and can tell the number that comes next.		
	g. Names and can write number symbols 1 through 20 and beyond.		
	h. May rote count to 100 and may count to 100 by 5's and 10's.		
	B.EL.2 Understands number operations and relationships (pg. 87)		
	a. Compares concrete quantities to determine which has more, less, or the same		
	b. Recognizes that a set of objects remains the same amount if physically rearranged.		
	c. Identifies "1 more" and "1 less."		
	d. Joins and separates groups of objects.		
	e. Recognizes that there are parts that make up a whole and recognizes "less than" a whole.		
	f. Estimates and uses words such as more than, less/fewer than, about, near, approximately, and in between.		

	Wisconsin Model Early Learning Standards V. Cognition and General Knowledge (pg. 78)	Unit(s)/Learning Experiences/Environment	Notes
	B.EL.3 Explores, recognizes, and describes shapes and spatial relationships (pg. 89)		
	a. Explores shapes and spatial relationships		
	b. Recognizes basic shapes.		
	c. Assembles puzzles of at least 15 intersecting pieces.		
	B.EL.4 Uses the attributes of objects for comparison and patterning (pg. 90)		
	a. Categories objects based on physical or functional similarity.		
	b. Matches objects.		
	c. Sorts and/or describes by one or more attributes or characteristics.		
	d. Uses positional and comparative words to demonstrate understanding direction and location.		
	e. Recognizes, duplicates, extends simple patterns and creates original patterns.		
	f. Locates which out of 5 objects does not belong in the same class or category.		
	g. Matches at least 6 items according to class or category.		
	h. Matching groups having equal numbers of objects up to 10.		
	B.EL.5 Understands the concept of measurement (pg. 93)		
	a. Recognizes objects can be measured by height, length, and weight.		
	b. Determines more, less, many, and few.		
	c. Compares and orders by size.		
	d. Categorizes and sequences time intervals and uses language associated with time in everyday situations.		
	e. Identifies coins and understands their value.		
	f. Uses tools to explore measuring.		
	g. Categorizes, sequences time intervals in everyday situations and demonstrates and awareness of time related to a clock.		
	h. Explores, compares, and describes length, weight, or volume using standard measures.		

	Wisconsin Model Early Learning Standards V. Cognition and General Knowledge (pg. 78)	Unit(s)/Learning Experiences/Environment	Notes
	B.EL.6 Collects, describes, and records information using all senses (pg. 95)		
	a. Draws and describes pictures of objects and actions from memory.		
	b. Describes and records information through a variety of means, including discussions, drawings, maps, graphs, and charts.		
	c. Begins to apply information collected to similar situation by designing own charts or graphs.		
	<i>Scientific Thinking</i>		
	C.EL.1 Uses observation to gather information (pg. 96)		
	a. Shows awareness of differences in their environment.		
	b. Recognizes and responds to differences in their environment.		
	c. Purposefully seek information through observation to satisfy curiosity or need for answers.		
	d. Discriminates properties of nature using a variety of senses.		
	C.EL.2 Uses tools to gather information, compare observed objects, and seek answers to questions through active investigations (pg. 97)		
	a. Engages in behavior to investigate consequences; notice cause and effect relationships in daily environment.		
	b. Works toward objective, may use tools or others in the environment to obtain the object.		
	c. Uses buttons/levers to produce desired responses.		
	d. Uses books to look for information.		
	e. Uses magnifying glass, binoculars, and maps for investigation of the environment.		
	f. Makes comparisons between objects that have been collected or observed.		
	C.EL.3 Hypothesizes and makes predictions (pg. 99)		
	a. Locates object hidden from view.		
	b. Creates mental images of objects and people not in immediate environments.		
	c. Asks questions, seeks information, and tests out possibilities.		
	d. Asks simple scientific questions and draws conclusions based on previous experience.		
	e. Makes plans for testing hypotheses to prove or disprove predictions.		
	C.EL.4 Forms explanations based on trial and error, observations, and explorations (pg. 100)		
	a. Identifies and investigates the physical qualities of living and nonliving things.		
	b. Explores and formulates conclusions based on observation and past experiences.		
	c. Makes reasonable explanations, using data gathered from observation and experiments.		
	d. Offers and seeks explanations of questions and experiments, using references such as books and computers.		

5K Reading: Literature and Informational Text		Unit(s)/Learning Experiences/Environment	Notes
<i>Asks and answers questions about story elements or key details in text with prompting and support</i>			
C.EL.3 Shows appreciation of books and understand how print works			
RL.K.1 With prompting and support, ask and answer questions about key details in a text.			
	Identify key details of a text		
	Ask questions about key details in a text		
	Answer questions about key details in a text		
RL.K.2 With prompting and support, retell familiar stories, including key details.			
	Identify key details of a story		
	Retell a familiar story including key details		
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.			
	Identify the characters		
	Identify the settings		
	Identify the major events		
RI.K.1 With prompting and support, ask and answer questions about key details in a text.			
	Identify key details in an informational text		
	Ask questions about the key details in an informational text		
	Answer questions about key ideas in informational text		
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.			
	Identify the main topic in informational text		
	Identify the key details in informational text		
	Retell key details in informational text		
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			
	Identify key details about an individual, events, and ideas in an informational text		
	Identify the relationship between elements in an informational piece in informational text		
	Describe the connection between two individuals, events, ideas, or pieces of information in informational text		
<i>Retells stories including character, setting, and important events in literature and key details in text with prompting and support</i>			

5K Reading: Literature and Informational Text		Unit(s)/Learning Experiences/Environment	Notes
C.EL.3 Shows appreciation of books and understand how print works			
RL.K.4 Ask and answer questions about unknown words in a text.			
	Identify unknown words in text		
	Ask a question about unknown words in text		
	Answer a question about unknown words in text		
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).			
	Recognize common types of text such as storybooks		
	Recognize common types of text such as poems		
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			
	Identify the author and illustrator		
	Describe the purpose of an author		
	Describe the purpose of an illustrator		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.			
	Identify unknown words in informational text		
	Ask a question about unknown words in informational text		
	Answer a question about unknown words in informational text		
RI.K.5 Identify the front cover, back cover, and title page of a book.			
	Identify front cover, back cover, and title page in informational text		
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			
	Identify the author and illustrator in informational text		
	Identify the purpose of an author in an informational text		
	Describe the purpose of an illustrator in an informational text		

5K Reading: Literature and Informational Text		Unit(s)/Learning Experiences/Environment	Notes
Describes connections between individuals, events, or ideas in the story or text with prompting and support			
C.EL.3 Shows appreciation of books and understand how print works			
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).			
	Identify purpose of illustrations		
	Describe how the illustrations and story are related in a specific text		
RL.K.8 (not applicable to literature)			
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			
	Recognize characters in familiar stories		
	Identify similarities and differences of adventures and experiences in familiar stories		
	Compare adventures and experiences		
	Contrast adventures and experiences		
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			
	Identify illustrations and text in informational text		
	Describe the relationship between illustrations and the text		
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.			
	Identify the reasons an author gives to support point(s) in informational text		
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			
	Identify basic similarities between two texts on the same topic in informational text		
	Identify differences between two texts on the same topic in informational text		
Reads and comprehends material with prompting and support			
C.EL.3 Shows appreciation of books and understand how print works			
RL.K.10 Actively engage in group reading activities with purpose and understanding.			
	Engage in group reading activities with purpose and understanding		
RI.K.10 Actively engage in group reading activities with purpose and understanding.			
	Engage in group reading activities with purpose and understanding		

5K Reading: Foundational Skills WMELS Correlation		Unit(s)/Learning Experiences/Environment	Notes
<i>Demonstrates understanding of the organization of the basic features of print</i>			
C.EL.3 Shows appreciation of books and understands how print works			
RF.K.1 Demonstrate understanding of the organization and basic features of print.			
a	Follow words from left to right, top to bottom, and page by page.		
	Recognize that words on a page progress from left to right, top to bottom, and page by page		
b	Recognize that spoken words are represented in written language by specific sequences of letters.		
c	Understand that words are separated by spaces in print.		
d	Recognize and name all upper and lowercase letters of the alphabet.		
	Recognize all upper and lowercase letters		
	Name all upper and lowercase alphabet letters		
<i>Demonstrates understanding of phonological awareness</i>			
C.EL1 Develops ability to detect, manipulate, or analyze auditory parts of spoken language			
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
a	Recognize and produce rhyming words.		
	Recognize rhyming words		
	Produce rhyming words		
b	Count, pronounce, blend, and segment syllables in spoken words.		
	Count syllables in spoken words		
	Pronounce syllables in spoken words		
	Blend syllables in spoken words		
	Segment syllables in spoken words		
c	Blend and segment onsets and rimes of single-syllable spoken words.		
	Blend onsets and rimes of single syllable spoken words		
	Segment onsets and rimes of single syllable spoken words		
d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)		
e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
	Add individual sounds to simple, one-syllable words to make new words		
	Substitute individual sounds to simple, one-syllable words to make new words		

5K Reading: Foundational Skills WMELS Correlation		Unit(s)/Learning Experiences/Environment	Notes
<i>Knows and applies grade-level phonics and word analysis skills in decoding words</i>			
C.EL.2 Understands of concept that the alphabet represents the sounds of spoken language and letters or written language			
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.			
a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.		
	Recognize one-to-one letter correspondence for each consonant		
b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		
	Identify the short sounds for the 5 major vowels with common spellings		
	Identify the long sounds for the 5 major vowels with common spellings		
c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		
	Recognize high frequency sight words		
d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		
	Recognize words that are similarly spelled		
	Identify the sounds of the letters that are different		
<i>Reads with sufficient accuracy and fluency to support comprehension</i>			
C.EL.3 Shows appreciation of books and understands how print works			
RF.K.4 Read emergent-reader texts with purpose and understanding.			

5K Writing WMELS Correlation		Unit(s)/Learning Experiences/Environment	Notes
<i>Uses a combination of drawing, dictating, and writing to compose opinion, narrative, and informative texts</i>			
C.EL.4 Uses writing to represent thoughts or ideas			
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).			
	Identify the title of a book or topic to write about		
	Recognize what an opinion is		
	Formulate an opinion about a book or topic		
	Draw, dictate, and/or write an opinion piece that introduces a topic or a book		
	Draw, dictate, and/or write an opinion piece that states an opinion or preference about the topic or book		
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			
	Identify an informative/explanatory text		
	Identify topic for an informative/explanatory writing		
	Draw, dictate, and/or write an informative/explanatory text in which they name a topic		
	Draw, dictate, and/or write an informative/explanatory text in which they supply some information		
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			
	Select a single event		
	Distinguish between relevant and irrelevant events		
	Sequence relevant events		
	Draw, dictate, and/or write a narrative piece which contains relevant details		
	Draw, dictate, and/or write a narrative piece which contains a logical sequence of events		
	Draw, dictate, and/or write a narrative piece which contains a reaction		

5K Writing WMELS Correlation		Unit(s)/Learning Experiences/Environment	Notes
<i>Produces, develops, and publishes writing for various purposes with guidance and support</i>			
C.EL.4 Uses writing to represent thoughts or ideas			
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			
	Recognize how to respond to questions and suggestion from peers		
	Recognize how to add details to strengthen writing as needed		
	Respond to question and suggestions from peers		
	Add details to strengthen writing as needed		
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			
	Identify how to use digital tools for producing and publishing writing		
	Use digital tools to produce and publish writing individually and with peer		
<i>Conducts research to build and present knowledge with guidance and support from adults and students</i>			
C.EL.4 Uses writing to represent thoughts or ideas			
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			
	Identify sources and tools for shared research		
	Determine appropriate sources and tools to conduct shared research		
	Participate in shared research and writing projects		
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
	Recall information from experiences		
	Select information from provided resources		
	Answer a question using information from experience		
	Answer a question using information from a provided source		
	Collect information from more than one source to answer a question		

5K Language WMELS Correlation		Unit(s)/Learning Experiences/Environment	Notes
<i>Demonstrates conventions of Standard English (letters, grammar, and spelling)</i>			
B.EL. 2a Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence			
K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a	Print many upper and lowercase letters.		
	Recognize many of the letters of the alphabet		
	Recognize that letters can be both upper and lowercase		
b	Use frequently occurring nouns and verbs.		
	Recognize nouns		
	Recognize verbs		
c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).		
	Recognize that nouns can be singular or plural		
d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
	Identify the meaning of question words (interrogatives)		
e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		
	Identify the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)		
f	Produce and expand complete sentences in shared language activities.		
	Recognize a complete sentence		
K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a	Capitalize the first word in a sentence and the pronoun I.		
	Identify that the first word in a sentence is capitalized		
	Identify that the pronoun I in a sentence is capitalized		
	Identify that He when referring to God in a sentence is capitalized		
b	Recognize and name end punctuation.		
	Identify end punctuation		
c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).		
	Distinguish between letters		
	Identify the basic phonemic sounds (letter/sound relationships)		
d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
	Identify the basic phonemic sounds (letter/sound relationships)		

5K Language WMELS Correlation		Unit(s)/Learning Experiences/Environment	Notes
Demonstrates effective word skills to determine meaning and use of vocabulary			
B.EL.2b Uses vocalizations and spoken language to communicate. Language Content (SemanticsL rule system for establishing meaning of words individually and in combination)			
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.			
a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		
	Recognize that some words and phrases have multiple meanings		
	Identify new meanings for familiar words		
b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.		
	Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)		
	Explain meaning of frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)		
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.			
a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		
	Identify categories		
b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		
	Identify verbs		
	Identify adjectives		
	Identify opposites		
c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).		
d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		
	Identify verbs describing similar actions		
	Determine ways to act out verbs		
B.EL.2c Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context)			
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			

5K Speaking and Listening Standards		Unit(s)/Learning Experiences/Environment	Notes
<i>Participates in collaborative discussions, asking and answering questions relevant to the topic or text under discussion</i>			
A.EL.2 Listens and responds to communications with others			
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.			
a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		
	Identify agreed upon rules for discussion		
	Follow agreed upon rules for discussion		
b	Continue conversations through multiple exchanges.		
	Recognize how others move conversations along		
	Determine comments and questions appropriate to the topic of discussion		
	Listen and respond to continued conversations with peers and adults		
A.EL.1 Derives meaning through listening to communication of others and sounds in the environment			
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			
	Identify key ideas from text read aloud or presented orally or through other media		
	Ask and answer questions about key details from information presented orally (through a text read aloud, presented orally, or through other media)		
	Ask for clarification if something is not understood orally (through a text read aloud, presented orally, or through other media)		

5K Speaking and Listening Standards		Unit(s)/Learning Experiences/Environment	Notes
A.EL.1 Derives meaning through listening to communication of others and sounds in the environment			
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
	Recognize that asking questions is an appropriate strategy to get help, get information, or clarify something that is not understood		
	Identify situations in which help, information, or clarification is needed		
	Ask questions to seek help, information, or clarification		
	Answer questions in order to seek help, information, or clarification		
<i>Presents knowledge and ideas for various audiences, purposes, and contexts</i>			
C.EL.4 Uses writing to represent thoughts or ideas*			
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			
	Identify familiar people, things, events, or details.		
	Determine details describing people, places, things, or events		
	Orally describe people, places, things, and events		
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.			
	Recognize what visual displays are		
	Explain details in visual displays		
B.EL.2c Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context)			
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.			
	Recognize how to speak audibly		
	Express thoughts, feelings, and ideas clearly		

	MathematicsStandards	Unit(s)/Learning Experiences/Environment	Notes
	<i>Demonstrates an understanding of numbers and counting</i>		
	B.EL.1 Demonstrates understanding of numbers and counting		
	<i>Knows number names and counting sequence</i>		
	K.CC.A.1 Counts to 100 by tens		
	Identifies numerals 0-100		
	Count to 100 by ones starting at 0		
	Count to 100 by tens		
	K.CC.A.2 Count forward from a given number within the known sequence (instead of having to begin at 1)		
	Count forward verbally by ones		
	K.CC.A3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		
	Write numbers 0-20		
	Write the number that represents a given number of objects from 0-20		
	Represent quantities using numbers		
	Counts to tell the number of objects		
	K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.		
	Identify that the last number name said tells the number of objects counted		
	Recognize the number of objects as the same regardless of their arrangement of the order in which they were counted		
	Recognize that the last number name said tells the number of objects counted		
	Generalize that each successive number name refers to a quantity that is one larger		
	Match and count object with 1:1 correspondence		
	K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		
	Count up to 20 objects that have been arranged in a line, rectangular array, or circle		
	Count as many as 10 items in a scattered configuration		
	Say the number names in order while matching each object with a number when counting objects		
	Compares Numbers		

	A UH Ya UḥWḡ'GHuXUfXg''''''''	Unit(s)/Learning Experiences/Environment	Notes
	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects).		
	Describe greater than, less than, or equal to		
	Count out 1-20 objects		
	K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.		
	Identify the quantity of each numeral 1-10		
	Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects		
	Compare written numbers to determine if they are greater than, less than, or equal to each other		
	<i>Understands number operations and relationships</i>		
	B.EL.2 Understands number operations and relationships		
	<i>Understands addition and subtraction in context</i>		
	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawing, sounds, (claps), acting out situations, verbal explanations, expressions, or equations.		
	Recognize adding is putting together parts to make the whole		
	Recognize subtracting is taking apart or taking away from the whole to find the other part		
	Identify the symbols and the words for adding and subtracting		
	Analyze an addition or subtraction problem to determine whether to "put together" or "take apart"		
	Model an addition/subtraction problem given a real-life story		
	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		
	Add and subtract within 10 (maximum sum and minuend is 10)		
	Use objects/drawings to represent an addition and subtraction word problem		
	Solve addition and subtraction word problems within 10		
	K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).		
	Decompose numbers less than or equal to 10 into pairs in more than one way		
	Record decomposition of a number within 10 by drawing or writing an equation		
	K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		

	A UH Ya UḥWḡ'GHuXUFXg	Unit(s)/Learning Experiences/Environment	Notes
	Recognize that two numbers can be added together to make 10		
	Identify the number that makes 10 when added to the given number for any number from 1 to 9		
	Using materials or representations, find the number that makes 10 when added to the given number for any number from 1 to 9, and record the answer using materials, representations, or equations		
	K.OA.A.5 Fluently add and subtract within 5.		
	Fluently with speed and accuracy add and subtract within 5		
	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each decomposition by a drawing or equations (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		
	<i>Works with numbers 11-19 to gain place value foundation</i>		
	Identify that the numbers 11-19 represent a quantity		
	Identify that numbers 11-19 are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones		
	Represent compositions of decompositions of 11-19 by a drawing or equation		
	<i>Uses the attributes of objects for comparison or patterning</i>		
	<i>Understands the concept of measurement</i>		
	B.EL.5 Understands the concept of measurement		
	B.EL.6 Collects, describes, and records information using all senses		
	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single attribute.		
	Describes and compares measurable characteristics		
	Recognize that objects have measurable attributes and know what they are called, such as length and weight		
	Describe an object using multiple attributes such as: width, height, length, weight, etc.		
	Compare objects using measureable characteristics		
	K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of" /"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		
	Identify the meaning of a variety of attributes		
	Know that two objects can be compared using a particular attribute		
	Compare two objects and determine which has more or less of a measurable attribute		
	Describe the measurable attribute difference		

	Mathematics Standards	Unit(s)/Learning Experiences/Environment	Notes
	<i>Classifies objects and counts number of objects in each category</i>		
	K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).		
	Define what classify and sort mean		
	Identify that a category is the group that an object belongs to according to a particular, selected attribute		
	Sort objects into categories by particular attributes		
	Count objects in a given group (limit category counts to be less than or equal to 10)		
	Explores, recognizes, and describes shapes and spatial relationships		
	B.EL.3 Explores, recognizes, and describes shapes and spatial relationships		
	<i>Identifies and describes shapes</i>		
	K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front, behind, and next to.		
	Describe objects in the environment using shape words		
	Determine the relative position shapes within the environment		
	Use positional words such as above, below, beside, in front of, behind, and next to		
	K.G.A.2 Correctly name shapes regardless of their orientation or overall size.		
	Recognize that size does not affect the name of the shape		
	Recognize that orientation does not affect the name of the shape		
	K. G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		
	Define the difference between two- and three-dimensional shapes		
	Determine if an object is two- or three-dimensional		
	<i>Analyzes, compares, and creates to combine shapes</i>		
	K.G.B.4 Analyze and compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).		
	Identify attributes of shapes		
	Describe attributes of a variety of two- and three-dimensional shapes		
	Analyze and compare two- and three-dimensional shapes in different sizes and orientations, describing their similarities, differences, and other attributes		

	Mathematics Standards	Unit(s)/Learning Experiences/Environment	Notes
	K.G.B.5 Model shapes in the world by building shapes fom components (e.g., sticks and clay balls) and drawing shapes.		
	Identify basic shapes in the real world		
	Draw shapes found in the environment		
	Build model shapes		
	K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"		
	Identify simple shapes		
	Put simple shapes together to compose a new or larger shape		
	Collects, describes, and records information using all senses		
	Perseveres in solving problems		
	Uses appropriate tools to model and solve real world problems		
	<i>Reasons about and justifies mathematical methods and answers</i>		

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