



Alignment of the

Experience Early Learning Skills

with

Illinois Early Learning and Development Standards (2013)

The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 36 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs.

The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems which are imprints of the Experience Early Learning Company:

- Mother Goose Time
- Experience Baby
- Experience Pre-K
- Experience Play

The Developmental Continuum of the Experience Early Learning Skills is included in the appendix.

Visit http://mothergoosetime.com/all_about/research.php to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

Alignment

This document details the alignment of the Illinois Early Learning and Development Standards with the Developmental Continuum of the Experience Early Learning Skills.

Language

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| Language | |
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| GOAL 1 | |
| Demonstrate increasing competence in oral communication (listening and speaking). | |
| LEARNING STANDARD 1.A: Demonstrate understanding through age-appropriate responses. | |
| 1.A.ECa Follow simple one-, two- and three-step directions. | <u>Language and Literacy</u> 7 Listening Comprehension 7.2.B,C Follows verbal directions. With prompts and gestures, follows a one-step direction. Follows related two-step directions given verbally. |
| 1.A.ECb Respond appropriately to questions from others. | <u>Language and Literacy</u> 7 Listening Comprehension 7.1.C Comprehends spoken language. Responds to simple statements and questions. |
| 1.A.ECc Provide comments relevant to the context. | <u>Language and Literacy</u> 7 Listening Comprehension 7.1.D Comprehends spoken language. Listens to a story or request and then responds appropriately. |

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| <p>1.A.ECd Identify emotions from facial expressions and body language.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.3.C,D Identifies and manages feelings. Experiments and role-plays with a range of emotions. Recognizes personal feelings.</p> <p>3 Social Relationships 3.3.B,F Cares for and responds to others. Mimics facial expressions of others. Identifies feelings of others and responds accordingly.</p> |
| <p>LEARNING STANDARD 1.B: Communicate effectively using language appropriate to the situation and audience.</p> | |
| <p>1.B.ECa Use language for a variety of purposes.</p> | <p><u>Language and Literacy</u> 8 Communication 8.1.C,D,E Communicates ideas. Communicates needs, desires and ideas using simple sentences. Asks simple questions and stays on topic for two to three exchanges. Tells stories and engages in conversations through multiple exchanges.</p> |
| <p>1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.</p> | <p><u>Language and Literacy</u> 8 Communication 8.1.E,G Communicates ideas. Tells stories and engages in conversations through multiple exchanges. Discusses ideas and feelings about a wide range of age-appropriate topics.</p> |
| <p>1.B.ECc Continue a conversation through two or more exchanges.</p> | <p><u>Language and Literacy</u> 8 Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p> |

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| <p>1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).</p> | <p><u>Language and Literacy</u> 8 Communication 8.1.E,G Communicates ideas. Tells stories and engages in conversations through multiple exchanges. Discusses ideas and feelings about a wide range of age-appropriate topics.</p> <p><u>Social Studies</u> 22 Civics and Economics 22.1.D Understands citizenship. Follows familiar rules and helps make group decisions.</p> <p><u>Social and Emotional Development</u> 2 Self Direction 2.1.F Follows rules and routines. Participates in setting, defining and following rules.</p> |
| <p>LEARNING STANDARD 1.C Use language to convey information and ideas.</p> | |
| <p>1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.</p> | <p><u>Language and Literacy</u> 9 Vocabulary 9.1.D Builds vocabulary. Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>8 Communication 8.1.F,G Communicates ideas. Explains thoughts about familiar people, places and events. Discusses ideas and feelings about a wide range of age-appropriate topics.</p> |
| <p>LEARNING STANDARD 1.D Speak using conventions of Standard English.</p> | |

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| <p>1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.</p> | <p><u>Language and Literacy</u> 8 Communication 8.2.C,D,E Speaks in sentences. Says two- to four-word sentences and repeats short phrases. Speaks in sentences but does not always follow grammatical rules. Speaks in simple complete sentences.</p> |
| <p>1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage.</p> | <p><u>Language and Literacy</u> 8 Communication 8.2.E,F,G Speaks in sentences. Speaks in simple complete sentences. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.</p> |
| <p>1.D.ECc Understand and use question words in speaking.</p> | <p><u>Language and Literacy</u> 8 Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges. 8.2.E Speaks in sentences. Uses question words in speech.</p> |
| <p>LEARNING STANDARD 1.E: Use increasingly complex phrases, sentences, and vocabulary.</p> | |
| <p>1.E.ECa With teacher assistance, begin to use increasingly complex sentences.</p> | <p><u>Language and Literacy</u> 8 Communication 8.2.F,G Speaks in sentences. Makes nouns plural by adding /s/. Uses common prepositions. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.</p> |
| <p>1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.</p> | <p><u>Language and Literacy</u> 9 Vocabulary 9.1.D,E Builds vocabulary. Seeks additional words for new ways to describe. Asks what unfamiliar words mean.</p> |

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| <p>1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences.</p> | <p><u>Language and Literacy</u> 9 Vocabulary 9.1.F Builds vocabulary. Uses new or technical words learned in conversation or through reading.</p> |
| <p>1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).</p> | <p><u>Language and Literacy</u> 9 Vocabulary 9.1.F,G Builds vocabulary. Uses new or technical words learned in conversation or through reading. Compares words and their meanings. Identifies words whose meanings are similar</p> |
| <p>1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.</p> | <p><u>Language and Literacy</u> 9 Vocabulary 9.1.D Builds vocabulary. Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> |
| <p>GOAL 2 Demonstrate understanding and enjoyment of literature.</p> | |
| <p>LEARNING STANDARD 2.A Demonstrate interest in stories and books.</p> | |
| <p>2.A.ECa Engage in book-sharing experiences with purpose and understanding.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.C Responds to text. Talks about pictures and ideas in familiar stories. 13.2.B,D Retells, asks and answers questions. Points to pictures and repeats words from familiar stories. Participates with other in the retelling of a story by pointing at pictures or role-playing with props.</p> |
| <p>2.A.ECb Look at books independently, pretending to read.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.B Retells, asks and answers questions. Points to pictures and repeats words from familiar stories.</p> |
| <p>LEARNING STANDARD 2.B Recognize key ideas and details in stories.</p> | |

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| <p>2.B.ECa With teacher assistance, ask and answer questions about books read aloud.</p> | <p>Language and Literacy 13 Reading Comprehension 13.2.B,C,E Retells, asks and answers questions. Answers “Where is...?” questions by pointing. Answers “What...?” questions about stories and books. As the story is read, asks and answers simple questions about characters, setting and events.</p> |
| <p>2.B.ECb With teacher assistance, retell familiar stories with three or more key events.</p> | <p>Language and Literacy 13 Reading Comprehension 13.2.E,F Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events. Retells major events of a story in sequence.</p> |
| <p>2.B.ECc With teacher assistance, identify main character(s) of the story.</p> | <p>Language and Literacy 13 Reading Comprehension 13.2.C Retells, asks and answers questions. Recalls the name of the main character.</p> |
| <p>LEARNING STANDARD 2.C Recognize concepts of books.</p> | |
| <p>2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).</p> | <p>Language and Literacy 11 Concepts of Print 11.1.F Demonstrates print knowledge. Recognizes common types of text.</p> |
| <p>2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills.</p> | <p>Language and Literacy 11 Concepts of Print 11.1.B,C Demonstrates print knowledge. Recognizes if pictures are right-side up. Turn pages from front to back of book. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> |
| <p>2.C.ECc With teacher assistance, describe the role of an author and illustrator.</p> | <p>Language and Literacy 11 Concepts of Print 11.1.F Demonstrates print knowledge. Names author and illustrator.</p> |
| <p>LEARNING STANDARD 2.D Establish personal connections with books.</p> | |

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| <p>2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.C,E Responds to text. Talks about pictures and ideas in familiar stories. Relates to characters or events of the story and shares a similar experience or object from own life.</p> |
| <p>2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.F Responds to text. With support, compares similarities and differences between two texts.</p> |
| <p>GOAL 3</p> <p>Demonstrate interest in and understanding of informational text.</p> | |
| <p>LEARNING STANDARD 3.A Recognize key ideas and details in nonfiction text.</p> | |
| <p>3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book.</p> | <p><u>Language and Literacy</u> 11 Concepts of Print 11.1.F,G Demonstrates print knowledge. Recognizes common types of text. Explains the difference between books that tell stories and those that give information.</p> <p>13 Reading Comprehension 13.2.B,C,E Retells, asks and answers questions. Answers “Where is...?” questions by pointing. Answers “What...?” questions about stories and books. As the story is read, asks and answers simple questions about characters, setting and events.</p> |

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| <p>3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book.</p> | <p><u>Language and Literacy</u> 11 Concepts of Print 11.1.F,G Demonstrates print knowledge. Recognizes common types of text. Explains the difference between books that tell stories and those that give information.</p> <p>13 Reading Comprehension 13.2.E,F Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events. Retells major events of a story in sequence.</p> |
| <p>LEARNING STANDARD 3.B Recognize features of nonfiction books.</p> | |
| <p>3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.</p> | <p><u>Language and Literacy</u> 11 Concepts of Print 11.1.F,G Demonstrates print knowledge. Recognizes common types of text. Explains the difference between books that tell stories and those that give information.</p> <p>13 Reading Comprehension 13.1.F Responds to text. With support, compares similarities and differences between two texts.</p> |
| <p>GOAL 4</p> <p>Demonstrate increasing awareness of and competence in emergent reading skills and abilities.</p> | |
| <p>LEARNING STANDARD 4.A Demonstrate understanding of the organization and basic features of print.</p> | |
| <p>4.A.ECa Recognize the differences between print and pictures.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.C Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p> |

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| <p>4.A.ECb Begin to follow words from left to right, top to bottom, and page by page.</p> | <p><u>Language and Literacy</u> 11 Concepts of Print 11.1.D,E Demonstrates print knowledge. Follows the direction of text. Tracks print from the end of one line to the beginning of the next line.</p> |
| <p>4.A.ECc Recognize the one-to-one relationship between spoken and written words.</p> | <p><u>Language and Literacy</u> 11 Concepts of Print 11.1.E Demonstrates print knowledge. Touches a written word on the page for each spoken word.</p> |
| <p>4.A.ECd Understand that words are separated by spaces in print.</p> | <p><u>Language and Literacy</u> 11 Concepts of Print 11.1.D Demonstrates print knowledge. Identifies letters, words, spaces and some punctuation.</p> |
| <p>4.A.ECe Recognize that letters are grouped to form words.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.E Makes letter-sound connections. Recognizes that letters make up words.</p> |
| <p>4.A.ECf Differentiate letters from numerals.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.C Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p> |
| <p>LEARNING STANDARD 4.B Demonstrate an emerging knowledge and understanding of the alphabet.</p> | |
| <p>4.B.ECa With teacher assistance, recite the alphabet.</p> | <p><u>Creative Development</u> 30 Music 30.1.E Develops rhythm and tone. Sings along to familiar songs.</p> <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.E Identifies letters and words. Names all upper and lowercase letters when presented in random order.</p> |

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| <p>4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.D,E Makes letter-sound connections. Identifies six to seven letters and their sounds. Identifies twelve to fifteen letters and their sounds.</p> |
| <p>4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.E Identifies letters and words. Names all upper and lowercase letters when presented in random order. 12.2.D,E Makes letter-sound connections. Identifies six to seven letters and their sounds. Identifies twelve to fifteen letters and their sounds.</p> |
| <p>4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.1.D Writes name, words and sentences. Attempts to print or copy familiar symbols and letters, especially those that are in own name.</p> |
| <p>LEARNING STANDARD 4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> | |
| <p>4.C.ECa Recognize that sentences are made up of separate words.</p> | <p><u>Language and Literacy</u> 11 Concepts of Print 11.1.D,E Demonstrates print knowledge. Identifies letters, words, spaces and some punctuation. Touches a written word on the page for each spoken word.</p> |
| <p>4.C.ECb With teacher assistance, recognize and match words that rhyme.</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.2.D Identifies rhyme and alliteration. Identifies when two words rhyme or don't rhyme.</p> |

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| <p>4.C.ECc Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”).</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.1.F,G Hears small units of sound. Counts syllables in spoken words, Isolates and pronounces the sound of each syllable. Identifies and isolates individual sounds heard in one-syllable words. 10.2.G,H Identifies rhyme and alliteration. Recognizes blends, digraphs, letter patterns and simple word families. Manipulates syllables in words, including prefixes and suffixes.</p> |
| <p>4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words.</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.1.E Hears small units of sound. Identifies the beginning and ending sounds of words.</p> |
| <p>4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.2.G Identifies rhyme and alliteration. Recognizes blends, digraphs, letter patterns and simple word families. 12 Letter/Word Recognition 12.2.F Makes letter-sound connections. Begins to sound out the letters in two- to four-letter words.</p> |
| <p>4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.1.G Hears small units of sound. Identifies and isolates individual sounds heard in one-syllable words.</p> |
| <p>4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.2.H Identifies rhyme and alliteration. Manipulates syllables in words, including prefixes and suffixes.</p> |
| <p>LEARNING STANDARD 4.D Demonstrate emergent phonics and word-analysis skills.</p> | |

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| <p>4.D.ECa Recognize own name and common signs and labels in the environment.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.D Identifies letters and words. Recognizes some common words in print, such as his/her name, mom, dad or stop.</p> |
| <p>4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.F Makes letter-sound connections. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p> |
| <p>4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.E Makes letter-sound connections. Recognizes that letters make up words.</p> <p>14 Emergent Writing 14.1.E Writes name, words and sentences. Uses inventive spelling.</p> |
| <p>GOAL 5</p> <p>Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</p> | |
| <p>LEARNING STANDARD 5.A Demonstrate growing interest and abilities in writing.</p> | |
| <p>5.A.ECa Experiment with writing tools and materials.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.1.B Writes name, words and sentences. Makes continuous marks with writing tools.</p> <p><u>Physical Development</u> 5 Fine Motor 5.2.C.D Uses drawing/writing tools. Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Uses fingers to grasp and manipulate drawing/writing tools with increasing control.</p> |

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| <p>5.A.ECb Use scribbles, letter-like forms, or letters/words to represent written language.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.1.C Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols.</p> |
| <p>5.A.ECc With teacher assistance, write own first name using appropriate upper/lowercase letters.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.1.E,F Writes name, words and sentences. Prints first name. Prints upper and lower case letters appropriately.</p> |
| <p>LEARNING STANDARD 5.B Use writing to represent ideas and information.</p> | |
| <p>5.B.ECa With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.2.E,F Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea. Uses inventive spelling to write words that are connected to a given topic or opinion.</p> |
| <p>5.B.ECb With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.2.E,F Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea. Uses inventive spelling to write words that are connected to a given topic or opinion.</p> |
| <p>5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.2.E,F Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea. Uses inventive spelling to write words that are connected to a given topic or opinion.</p> |
| <p>LEARNING STANDARD 5.C Use writing to research and share knowledge.</p> | |

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| <p>5.C.ECa Participate in group projects or units of study designed to learn about a topic of interest.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.1.C Inquires and predicts. Identifies personal interests and seeks more information. 25.2.C Observes and experiments. Investigates an object or group of objects in multiple ways. 25.3.C Evaluates and infers. Shares discoveries with others.</p> <p><u>Social and Emotional Development</u> 3 Social Relationships 3.2.G Cooperates. Fulfills personal roles and responsibilities when working in a group.</p> |
| <p>5.C.ECb With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.2.E,F Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea. Uses inventive spelling to write words that are connected to a given topic or opinion.</p> |

Mathematics

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| Mathematics | |
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| GOAL 6 | |
| Demonstrate and apply a knowledge and sense of numbers, including numeration and operations. | |
| LEARNING STANDARD 6.A Demonstrate beginning understanding of numbers, number names, and numerals | |
| 6.A.ECa. Count with understanding and recognize “how many” in small sets up to 5. | <u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.D Understands operations. Creates and counts groups of up to five objects. |
| 6.A.ECb. Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less. | <u>Mathematics and Reasoning</u> 19 Measurement 19.1.F Estimates and measures. Makes logical estimations. |
| 6.A.ECc. Understand and appropriately use informal and everyday terms that mean zero, such as “none” or “nothing”. | <u>Mathematics and Reasoning</u> 19 Measurement 19.2.B Compares and seriates. Demonstrates an understanding of more, none and one. |
| 6.A.ECd. Connect numbers to quantities they represent using physical models and informal representations. | <u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.C Understands operations. Creates groups of objects. Creates and counts groups of up to five objects. |

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| <p>6.A.ECe. Differentiate numerals from letters and recognize some single-digit written numerals.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.1.D Identifies numerals. Identifies numerals to five.</p> <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.C Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p> |
| <p>6.A.ECf. Verbally recite numbers from 0 – 10.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.2.D Counts to determine quantity. Counts up to ten objects.</p> |
| <p>6.A.ECg. Be able to say the number after another in the series up to 9 when given a “running start”, as in “What comes after one, two, three, four...?”.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.2.D,F Counts to determine quantity. Counts up to ten objects. Counts forward from a given number.</p> |
| <p>Learning Standard 6.B Add and subtract to create new numbers and begin to construct sets.</p> | |
| <p>6.B.ECa. Recognize that numbers (or sets of objects) can be combined or separated to make another number.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.D,E,F Understands operations. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. Solves addition and subtraction problems within ten. Decomposes numbers less than or equal to ten into pairs in more than one way.</p> |
| <p>6.B.ECb. Show understanding of how to count out and construct sets of objects of a given number up to 5.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.D Understands operations. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> |

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| <p>6.B.ECc. Identify the new number created when small sets (up to 5) are combined or separated.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.D Understands operations. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> |
| <p>6.B.ECd. Informally solve simple mathematical problems presented in a meaningful context.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.D,E Understands operations. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. Solves addition and subtraction problems within ten.</p> |
| <p>6.B.ECe. Fairly share a set of up to 10 items between two children.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.E Understands operations. Solves addition and subtraction problems within ten.</p> |
| <p>Learning Standard 6.C Begin to make reasonable estimates of numbers.</p> | |
| <p>6.C.ECa. Estimate number of objects in a set.</p> | <p>Mathematics and Reasoning 19 Measurement 19.1.F Estimates and measures. Makes logical estimations.</p> |
| <p>Learning Standard 6.D Compare quantities using appropriate vocabulary terms.</p> | |
| <p>6.D.ECa. Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.1.C,E Estimates and measures. Determines which object is bigger (heavier, longer, etc.) when given two objects. Estimates (not always logically) size and volume. Measures and describes findings. 19.2.B,C Compares and seriates. Places objects in a line. Demonstrates an understanding of more, none and one. Compares and orders two to three objects according to size length, hue, or weight.</p> |

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| <p>6.D.ECb. Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to” or “same as”.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.G Understands operations. Demonstrates an understanding of the meaning of the equal sign.</p> <p>19 Measurement 19.2.B,D Compares and seriates. Demonstrates an understanding of more, none and one. Describes order using first, then and last.</p> |
| <p>Goal 7</p> <p>Explore measurement of objects and quantities.</p> | |
| <p>Learning Standard 7.A Measure objects and quantities using direct comparison methods and non-standard units.</p> | |
| <p>7.A.ECa. Compare, order, and describe objects according to a single attribute.</p> | <p><u>Mathematics and Reasoning</u> 18 Patterns and Sorting 18.2.C Matches, sorts and charts. Sorts objects by one feature, such as size or color.</p> <p>19 Measurement 19.2.C Compares and seriates. Compares and orders two to three objects according to size, length, hue or weight.</p> |
| <p>7.A.ECb. Use nonstandard units to measure attributes such as length and capacity.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.1.D Estimates and measures. Uses nonstandard measurement tools to estimate approximate size or volume.</p> |

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| <p>7.A.ECc. Use vocabulary that describes and compares length, height, weight, capacity and size.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.2.C Compares and seriates. Compares and orders two to three objects according to size, length, hue or weight.</p> <p><u>Language and Literacy</u> 9 Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversation.</p> |
| <p>7.A.ECd. Begin to construct a sense of time through participation in daily activities.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.2.D,E,F Compares and seriates. Describes order using first, then and last. Recalls a sequence of events. Orders events in time.</p> <p><u>Social Studies</u> 24 History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.</p> |
| <p>Learning Standard 7.B Begin to make estimates of measurements.</p> | |
| <p>7.B.ECa. Practice estimating in everyday play and everyday measurement problems.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.1.D,E,F Estimates and measures. Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. Estimates (not always logically) size and volume. Measures and describes findings. Makes logical estimates and uses measurement tools to check estimation.</p> |
| <p>Learning Standard 7.C Explore tools used for measurement.</p> | |
| <p>7.C.ECa. With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.1.F,G Estimates and measures. Makes logical estimates and uses measurement tools to check estimation. Explains which measurement tool makes best sense for the object being measured.</p> |

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| <p>7.C.ECb. Know that different attributes, such as length, weight, and time are measured using different kinds of units, such as feet, pounds, and seconds.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.1.F,G,H Estimates and measures. Makes logical estimates and uses measurement tools to check estimation. Explains which measurement tool makes best sense for the object being measured. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.</p> |
| <p>Goal 8 Identify and describe common attributes, patterns and relationships in objects.</p> | |
| <p>Learning Standard 8.A Explore objects and patterns.</p> | |
| <p>8.A.ECa. Sort, order, compare and describe objects according to characteristics or attribute(s).</p> | <p><u>Mathematics and Reasoning</u> 18 Patterns and Sorting 18.2.C,E Matches, sorts and charts. Sorts objects by one feature, such as size or color. Sorts objects by more than one features and explains why.</p> |
| <p>8.A.ECb. Recognize, duplicate, extend and create simple patterns in various formats.</p> | <p><u>Mathematics and Reasoning</u> 18 Patterns and Sorting 18.1.C,D,E Identifies and creates patterns. Copies patterns with two steps, such as red-blue, red-blue. Creates and extends two-step patterns. Creates and extends three- and four-step patterns.</p> |
| <p>Learning Standard 8.B Describe and document patterns using symbols.</p> | |

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| <p>8.B.ECa. With adult assistance, represent a pattern by verbally describing it or by modeling it with objects or actions.</p> | <p><u>Mathematics and Reasoning</u> 18 Patterns and Sorting 18.1.B Identifies and creates patterns. Attempts to mimic vocal and physical patterns.</p> <p><u>Creative Development</u> 30 Music 30.1.D,E,F Develops rhythm and tone. Claps along to simple rhythm patterns. Repeats simple rhythm patterns. Creates simple rhythm patterns.</p> <p><u>31 Dance and Movement</u> 31.1.E-H Develops dance and movement techniques. Follows a leader to perform a simple movement pattern. Recalls a simple movement pattern and performs it individually or in a group. Recalls and dances a sequence of 2-3 movement patterns. Creates simple movement sequences.</p> |
| <p>Goal 9</p> <p>Explore concepts of geometry and spatial relations.</p> | |
| <p>Learning Standard 9.A Recognize, name and replicate common shapes.</p> | |
| <p>9.A.ECa. Recognize and name common two- and three-dimensional shapes, and describe some of their attributes (e.g., number of sides, straight or curved lines).</p> | <p><u>Mathematics and Reasoning</u> 16 Shapes 16.1.D,E,G Identifies shapes. Identifies four to six basic geometric shapes. Describes basic and complex two- and three-dimensional shapes using own words. Describes and draws defining features of shapes.</p> |

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| <p>9.A.ECb. Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).</p> | <p><u>Mathematics and Reasoning</u> 16 Shapes 16.1.D,E Identifies shapes. Identifies four to six basic geometric shapes. Describes basic and complex two- and three-dimensional shapes using own words. 18 Patterns and Sorting 18.2.F Matches, sorts and charts. Identifies, sorts and classifies objects by at least two features.</p> |
| <p>9.A.ECc. Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.</p> | <p><u>Mathematics and Reasoning</u> 16 Shapes 16.1.D-H Identifies shapes. Identifies four to six basic geometric shapes. Describes basic and complex two- and three-dimensional shapes using own words. Describes objects in the environment as two- and three-dimensional shapes. Describes and draws defining features of shapes. Identifies and draws complex shapes 16.2.G Manipulates parts and wholes. Builds and analyzes complex shapes constructed from simpler shapes.</p> |
| <p>9.A.ECd. Combine two-dimensional shapes to create new shapes.</p> | <p><u>Mathematics and Reasoning</u> 16 Shapes 16.2.F Manipulates parts and wholes. Creates complex shapes by putting together other shapes.</p> |
| <p>9.A.ECe. Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).</p> | <p><u>Mathematics and Reasoning</u> 17 Spatial Awareness 17.1.F,H Flips and rotates objects. Identifies two- and three-dimensional shapes and symbols regardless of orientation. Determines when shapes have been slid, turned or flipped and describes the translation.</p> |
| <p>Learning Standard 9.B Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</p> | |

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| <p>9.B.ECa. Show understanding of location and ordinal position.</p> | <p><u>Mathematics and Reasoning</u> 17 Spatial Awareness 17.2.B,C,D Determines object location. Follows simple positional directions such as on/off, over/under and up/down. When prompted, finds or places objects next to, between, in front of or behind self. When prompted, finds or places objects next to, between, in front of or behind objects not related to self.</p> |
| <p>9.B.ECb. Use appropriate vocabulary for identifying location and ordinal position.</p> | <p><u>Mathematics and Reasoning</u> 17 Spatial Awareness 17.2.E Determines object location. Explains the location of an object in relation to another object or person.</p> |
| <p>Goal 10 Begin to make predictions and collect data information.</p> | |
| <p>Learning Standard 10.A Generate questions and processes for answering them.</p> | |
| <p>10.A.ECa. With teacher assistance, come up with meaningful questions that can be answered through gathering information.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.1.C,E Inquires and predicts. Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p> |
| <p>10.A.ECb. Gather data about themselves and their surroundings to answer meaningful questions.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.2.C,F Observes and experiments. Investigates an object or group of objects in multiple ways. Gathers information or experiments to prove/disprove a hypothesis.</p> |
| <p>Learning Standard 10.B Organize and describe data information.</p> | |
| <p>10.B.ECa. Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.2.E,G Observes and experiments. Explores scientific phenomenon and records observations by drawing. Experiments or gathers information. Records findings in tables, charts or diagrams.</p> |

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| <p>10.B.ECb. Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.</p> | <p>Science 25 Scientific Reasoning 25.1.D,E,F Inquires and predicts. When given a question, guesses a possible answer or outcome. Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> |
| <p>Learning Standard 10.C Determine, describe and apply the probabilities of events.</p> | |
| <p>10.C.ECa. Describe likelihood of events with appropriate vocabulary, such as possible, impossible, always and never.</p> | <p>Science 25 Scientific Reasoning 25.1.F Inquires and predicts. Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> |

Science

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| Science | |
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| GOAL 11 | |
| Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems. | |
| Learning Standard 11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems and drawing conclusions. | |
| 11.A.ECa. Express wonder and curiosity about their world, asking questions, solving problems, and designing things. | Science 25 Scientific Reasoning 25.1.C,E Inquires and predicts. Identifies personal interests and seeks more information. Asks questions or shows curiosity. 25.2 Observes and experiments 25.3 Evaluates and infers |
| 11.A.ECb. Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay. | Science 25 Scientific Reasoning 25.2.C Observes and experiments. Investigates an object or group of objects in multiple ways. 27 Physical Science 27.1.E Identifies properties of matter. Manipulates matter and observes any physical changes that may occur. |
| 11.A.ECc. Plan and carry out simple investigations. | Science 25 Scientific Reasoning 25.2.C Observes and experiments. Investigates an object or group of objects in multiple ways. |

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| <p>11.A.ECd. Collect, describe, compare and record information from observations and investigations.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.2.C,E,G Observes and experiments. Investigates an object or group of objects in multiple ways. Explores scientific phenomenon and records observations by drawing. Experiments or gathers information. Records findings in tables, charts or diagrams. 25.3.E Evaluates and infers. Describes and compares observations of scientific phenomenon.</p> |
| <p>11.A.ECe. Use mathematical and computational thinking.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.3.D Evaluates and infers. Uses past knowledge to explain observed changes.</p> <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3 Understands operations</p> <p>18 Patterns and Sorting 18.2 Matches, sorts and charts</p> <p>19 Measurement 19.1 Estimates and measures 19.2 Compares and seriates</p> <p>20 Logic 20.1 Solves problems</p> |
| <p>11.A.ECf. Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.3.C-G Evaluates and infers. Shares discoveries with others. Uses past knowledge to explain observed changes. Describes and compares observations of scientific phenomenon. Use information and observations to verify a prediction. Uses prior knowledge and gathered information to make simple inferences.</p> |

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| <p>11.A.ECg. Generate explanations and communicate ideas and/or conclusions about their investigations.</p> | <p>Science 25 Scientific Reasoning 25.3.C-G Evaluates and infers. Shares discoveries with others. Uses past knowledge to explain observed changes. Describes and compares observations of scientific phenomenon. Use information and observations to verify a prediction. Uses prior knowledge and gathered information to make simple inferences.</p> |
| <p>Goal 12 Explore concepts and information about the physical, earth, and life sciences.</p> | |
| <p>Learning Standard 12.A Understand that living things grow and change.</p> | |
| <p>12.A.ECa. Observe, investigate, describe and categorize living things.</p> | <p>Science 26 Life Science 26.2.F Classifies organisms. Describes the features of living things and groups them by similar features.</p> |
| <p>12.A.ECb. Show an awareness of changes that occur in oneself and the environment.</p> | <p>Science 25 Scientific Reasoning 25.2.D Observes and experiments. Observes and describes actions or changes that occur to familiar objects and people.</p> <p>28 Earth Science 28.2.C Identifies weather and climates. Notices changes in temperature or weather in the immediate environment.</p> |
| <p>Learning Standard 12.B Understand that living things rely on the environment and/or others to live and grow.</p> | |
| <p>12.B.ECa. Describe and compare basic needs of living things.</p> | <p>Science 26 Life Science 26.1. Identifies basic needs. Demonstrates an understanding that all people have needs. Recognizes that all living things have similar basic needs. Describes how living things attain what they need to survive.</p> |

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| <p>12.B.ECb. Show respect for living things.</p> | <p>Science 28 Earth Science 28.2.F,G,H Explores ecosystems. Describes personal role in taking care of the environment. Explains how people benefit from or endanger their surrounding ecosystem. Defines strategies for preserving a variety of ecosystems.</p> |
| <p>Learning Standard 12.C Explore the physical properties of objects.</p> | |
| <p>12.C.ECa. Identify, describe and compare the physical properties of objects.</p> | <p>Science 27 Physical Science 27.1.D Identifies properties of matter. Describes basic physical properties of objects and materials in immediate environment.</p> |
| <p>12.C.ECb. Experiment with changes in matter when combined with other substances.</p> | <p>Science 27 Physical Science 27.1.E Identifies properties of matter. Manipulates matter and observes any physical changes that may occur</p> |
| <p>Learning Standard 12.D Explore concepts of force and motion.</p> | |
| <p>12.D.ECa. Describe the effects of forces in nature.</p> | <p>Science 27 Physical Science 27.2.D,E Explores forces and motions. Explains how common vehicles, animals and people move. Experiments with and explains invisible forces (ramps, magnets, etc.).</p> <p>28 Earth Science 28.1.E Identifies weather and climates. Explain how weather and climate changes may affect personal life.</p> |

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| <p>12.D.ECb. Explore the effect of force on objects in and outside the early childhood environment.</p> | <p>Science 27 Physical Science 27.2.D,E,F Explores forces and motions. Explains how common vehicles, animals and people move. Experiments with and explains invisible forces (ramps, magnets, etc.). Experiments and compares the movement of various objects on a variety of surfaces.</p> |
| <p>Learning Standard 12.E Explore concepts and information related to the Earth, including ways to take care of our planet.</p> | |
| <p>12.E.ECa. Observe and describe characteristics of earth, water and air.</p> | <p>Science 28 Earth Science 28.1.B,C Identifies weather and climates. Understands hot and cold. Points at clouds and explores the feel of rain and wind. Notices changes in temperature or weather in the immediate environment. 28.2.B,C Explores ecosystems. Plays with rocks, sand, dirt or water. Identifies familiar animals, plants or rocks in immediate environment.</p> |
| <p>12.E.ECb. Participate in discussions about simple ways to take care of the environment.</p> | <p>Science 28 Earth Science 28.2.F,G,H Explores ecosystems. Describes personal role in taking care of the environment. Explains how people benefit from or endanger their surrounding ecosystem. Defines strategies for preserving a variety of ecosystems.</p> |
| <p>Learning Standard 12.F Explore changes related to the weather and seasons using common vocabulary.</p> | |
| <p>12.F.ECa. Observe and discuss changes in weather and seasons using common vocabulary.</p> | <p>Science 28 Earth Science 28.1.C,E Identifies weather and climates. Notices changes in temperature or weather in the immediate environment. Explains how weather and climate changes may affect personal life. Identifies the current season.</p> |

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| Goal 13 | |
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| Understand important connections and understanding in science and engineering. | |
| Learning Standard 13.A Understand rules to follow when investigating and exploring. | |
| 13.A.ECa. Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations. | <p><u>Physical Development</u> 6 Health and Safety 6.3.C-F Demonstrates safe practices. Follows simple safety rules. Identifies dangerous situations and seeks out help. Describes reasons for safety rules and reminds others to follow them. Applies general safety rules to a variety of everyday situation with little prompting.</p> |
| Learning Standard 13.B Use tools and technology to assist with science and engineering investigations. | |
| 13.B.ECa. Use nonstandard and standard scientific tools for investigation. | <p><u>Science</u> 29 Technology 29.1.D-G Explores technology. Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.</p> |
| 13.B.ECb. Become familiar with technological tools that can aid in scientific inquiry. | <p><u>Science</u> 29 Technology 29.1.D-G Explores technology. Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.</p> |

Social Studies

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| Social Studies | |
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| Goal 14 Understand some concepts related to citizenship. | |
| Learning Standard 14.A Understand what it means to be a member of a group and community. | |
| 14.A.ECa. Recognize the reasons for rules in the home and early childhood environment and for laws in the community. | <u>Social Studies</u> 22 Civics and Economics 22.1.C-F Understands citizenship. Recognizes and attends to authority figures. Follows familiar rules and helps make group decisions. Applies familiar rules and suggests new rules in a variety of situations. Discusses the purposes of rules, laws and civic leaders. |
| 14.A.ECb. Contribute to the well-being of one's early childhood environment, school and community. | <u>Social Studies</u> 22 Civics and Economics 22.1.B Understands citizenship. Participates in communal activities. |
| Learning Standard 14.C Understand ways groups make choices and decisions. | |
| 14.C.ECa. Participate in voting as a way of making choices. | <u>Social Studies</u> 22 Civics and Economics 22.1.D,F Understands citizenship. Follows familiar rules and helps make group decisions. Participates in voting to making decisions. |
| Learning Standard 14.D Understand the role that individuals can play in a group or community. | |

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| <p>14.D.ECa. Develop an awareness of what it means to be a leader.</p> | <p><u>Social Studies</u> 22 Civics and Economics 22.1.C,F Understands citizenship. Recognizes and attends to authority figures. Discusses the purposes of rules, laws and civic leaders.</p> |
| <p>14.D.ECb. Participate in a variety of roles in the early childhood environment.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.1.E,F Identifies community and family roles. Identifies roles of self and others and describes the job each may do.</p> <p><u>Social and Emotional Development</u> 3 Social Relationships 3.2.G Cooperates. Fulfills personal roles and responsibilities when working in a group.</p> |
| <p>Goal 15</p> <p>Explore economic systems and human interdependence.</p> | |
| <p>Learning Standard 15.A Explore roles in the economic system and workforce.</p> | |
| <p>15.A.ECa. Describe some common jobs and what is needed to perform those jobs.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.1.E,F Identifies community and family roles. Identifies roles of self and others and describes the job each may do.</p> |
| <p>15.A.ECb. Discuss why people work.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.1.E,F Identifies community and family roles. Identifies roles of self and others and describes the job each may do. Compares roles, rules and responsibilities between different groups.</p> <p>22 Civics and Economics 22.2.H Understands concepts of trade. Explains how and why people work together in trade to get what they need and want.</p> |

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| Learning Standard 15.B Explore issues of limited resources in the classroom and world. | |
| 15.B.ECa. Understand that some resources and money are limited. | <u>Social Studies</u> 22 Civics and Economics 22.2.E,F,G Understands concepts of trade. Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods and services. Describes ways one might use money, goods or services. |
| Learning Standard 15.D Explore concepts about trade as an exchange of goods or services. | |
| 15.D.ECa. Begin to understand the use of trade or money to obtain goods and services. | <u>Social Studies</u> 22 Civics and Economics 22.2.E,F,G Understands concepts of trade. Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods and services. Describes ways one might use money, goods or services. |
| <p>Goal 16</p> <p>Develop an awareness of the self and his or her uniqueness and individuality.</p> | |
| Learning Standard 16.A Explore his or her self and personal history. | |
| 16.A.ECa. Recall information about the immediate past. | <u>Social Studies</u> 24 History 24.1.D Describes past events. Recalls information and events from the past. |

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| <p>16.A.ECb. Develop a basic awareness of self as an individual.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.3.C Respects diversity. Identifies physical similarities and differences between self and others.</p> <p><u>Social and Emotional Development</u> 1 Self Concept 1.1.C-H Expresses preferences. Expresses likes and dislikes. When given two to three options, chooses his/her most desired option. Describes preferences of self and others. Negotiates to attain personal preference in a situation. Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> |
| <p>Goal 17</p> <p>Explore geography, the child’s environment, and where people live, work, and play.</p> | |
| <p>Learning Standard 17.A Explore environments and where people live.</p> | |
| <p>17.A.ECa. Locate objects and places in familiar environments.</p> | <p><u>Social Studies</u> 23 Geography 23.1.C.D Identifies types of places. Identifies a variety of familiar places, such as store, car, home or Grandma’s. Identifies different types of water bodies, streets, buildings and landmarks in own community.</p> |
| <p>17.A.ECb. Express beginning geographic thinking.</p> | <p><u>Social Studies</u> 23 Geography 23.1.F,G,H Identifies types of places. Compares geographic features of own communities to another community. Identifies and describes various types of landforms and natural resources. Explains how the physical features and characteristics of an environment affect how people live. 23.2 Uses maps</p> |
| <p>Goal 18</p> <p>Explore people and families.</p> | |

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| <p>Learning Standard 18.B Develop an awareness of self within the context of family.</p> | |
| <p>18.B.ECa. Understand that each of us belongs to a family and recognize that families vary.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.1.D Identifies community and family roles. Describes family members and their relationship to self. 21.3.F Respects diversity. Explains how individuals, families and cultures differ.</p> |

Physical Development

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| Physical Development | |
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| Goal 19 | |
| Acquire movement skills and understand concepts needed to explore the environment, support learning and engage in health-enhancing physical activity. | |
| Learning Standard 19.A Demonstrate physical competency and control of large and small muscles. | |
| 19.A.ECa. Engage in active play using gross and fine motor skills. | <p><u>Physical Development</u> 4 Gross Motor 4.1 Builds strength and balance 4.2. Coordinates large movements</p> <p>5 Fine Motor 5.1 Controls small movements</p> |
| 19.A.ECb. Move with balance and control in a range of physical activities. | <p><u>Physical Development</u> 4 Gross Motor 4.1.B-G Builds strength and balance. Walks, climbs, runs, balances, hops, skips, gallops, slides, leaps, etc. 4.2.B-H Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, coordinates, changes direction and speed, stops at a boundary, coordinates multiple complex movements, etc.</p> <p>5 Fine Motor 5.1.C-H Controls small movements. Opens, closes, twists, pulls, snips, strings, buttons, zips, buckles, laces, ties, dresses, threads, stacks, grasps, etc.</p> |

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| <p>19.A.ECc. Use strength and control to accomplish tasks.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.1.B-G Builds strength and balance. Walks, climbs, runs, balances, hops, skips, gallops, slides, leaps, etc. 4.2.B-H Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, coordinates, changes direction and speed, stops at a boundary, coordinates multiple complex movements, etc.</p> <p>5 Fine Motor 5.1.C-H Controls small movements. Opens, closes, twists, pulls, snips, strings, buttons, zips, buckles, laces, ties, dresses, threads, stacks, grasps, etc. 5.2 Uses drawing/writing tools</p> |
| <p>19.A.ECd. Use eye-hand coordination to perform tasks.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.2.B-H Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, coordinates, changes direction and speed, stops at a boundary, coordinates multiple complex movements, etc.</p> <p>5 Fine Motor 5.1.C-H Controls small movements. Opens, closes, twists, pulls, snips, strings, buttons, zips, buckles, laces, ties, dresses, threads, stacks, grasps, etc. 5.2 Uses drawing/writing tools</p> |
| <p>19.A.ECe. Use writing and drawing tools with some control.</p> | <p><u>Physical Development</u> 5 Fine Motor 5.2.D Uses drawing/writing tools. Uses fingers to grasp and manipulate drawing/writing tools with increasing control.</p> |
| <p>Learning Standard 19.B Demonstrate awareness and coordination of body movements</p> | |

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| <p>19.B.ECa. Coordinate movements to perform complex tasks.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.2.B-H Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, coordinates, changes direction and speed, stops at a boundary, coordinates multiple complex movements, etc.</p> <p>5 Fine Motor 5.1.C-H Controls small movements. Opens, closes, twists, pulls, snips, strings, buttons, zips, buckles, laces, ties, dresses, threads, stacks, grasps, etc. 5.2 Uses drawing/writing tools</p> |
| <p>19.B.ECb. Demonstrate body awareness when moving in different spaces.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.2.B-H Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, coordinates, changes direction and speed, stops at a boundary, coordinates multiple complex movements, etc.</p> <p><u>Creative Development</u> 31 Dance and Movement 31.1.C Develops dance and movement techniques. Explores personal space and direction.</p> |
| <p>19.B.ECc. Combine large motor movements with and without the use of equipment.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.1.B-G Builds strength and balance. Walks, climbs, runs, balances, hops, skips, gallops, slides, leaps, etc. 4.2.B-H Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, coordinates, changes direction and speed, stops at a boundary, coordinates multiple complex movements, etc.</p> <p><u>Creative Development</u> 31 Dance and Movement 31.1.C Develops dance and movement techniques. Describes and demonstrates multiple ways to move body parts. 31.2.G Expresses through dance and movement. Coordinates movements of self and others to create a cohesive dance or idea.</p> |

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| Learning Standard 19.C Demonstrate knowledge of rules and safety during activity. | |
| 19.C.ECa. Follow simple safety rules while participating in activities. | <u>Physical Development</u> 6 Health and Safety 6.3.C Demonstrates safe practices. Follows simple safety rules. |
| Goal 20 Develop habits for life-long fitness. | |
| Learning Standard 20.A Achieve and maintain a health-enhancing level of physical fitness. | |
| 20.A.ECa. Participate in activities to enhance physical fitness. | <u>Physical Development</u> 6 Health and Safety 6.1.D Makes healthy food and exercise choices. Follows a routine of rest and active play. |
| 20.A.ECb. Exhibit increased levels of physical activity. | <u>Physical Development</u> 6 Health and Safety 6.1.D,F Makes healthy food and exercise choices. Follows a routine of rest and active play. Regulates personal needs for nutrition, activity and rest with few reminders. |
| Goal 21 Develop team-building skills by working with others through physical activity. | |
| Learning Standard 21.A Demonstrate individual responsibility during group physical activities. | |
| 21.A.ECa. Follow rules and procedures when participating in group physical activities. | <u>Social and Emotional Development</u> 2 Self Direction 2.1.D Follows rules and routines. 3 Social Relationships 3.2.D Cooperates. Plays cooperatively with others. |

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| <p>21.A.ECb. Follow directions, with occasional adult reminders, during group activities.</p> | <p><u>Social and Emotional Development</u> 2 Self Direction 2.1.C Follows rules and routines. With prompting, follows rules and routines. 3 Social Relationships 3.2.D Cooperates. Plays cooperatively with others. <u>Language and Literacy</u> 7 Listening Comprehension 7.2 Follows verbal directions</p> |
| <p>Learning Standard 21.B Demonstrate cooperative skills during structured group physical activities.</p> | |
| <p>21.B.ECa. Demonstrate ability to cooperate with others during group physical activities.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.2.D Cooperates. Plays cooperatively with others.</p> |
| <p style="text-align: center;">Goal 22 Understand principles of health promotion and the prevention and treatment of illness and injury.</p> | |
| <p>Learning Standard 22.A Explain the basic principles of health promotion, illness prevention, treatment and safety.</p> | |
| <p>22.A.ECa. Identify simple practices that promote healthy living and prevent illness.</p> | <p><u>Physical Development</u> 6 Health and Safety 6.1.G,H Makes healthy food and exercise choices. Explains the importance of nutrition, exercise and rest in maintaining wellness. Explains how feeling well is related to proper nutrition, exercise and rest. 6.2.C,E Practices good hygiene. With help, participates in healthy habits and healthcare routines. Explains how germs spread and simple strategies for preventing the spread.</p> |

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| <p>22.A.ECb. Demonstrate personal care and hygiene skills, with adult reminders.</p> | <p><u>Physical Development</u> 6 Health and Safety 6.2.C,E Practices good hygiene. With help, participates in healthy habits and healthcare routines. Explains how germs spread and simple strategies for preventing the spread.</p> |
| <p>22.A.ECc. Identify and follow basic safety rules.</p> | <p><u>Physical Development</u> 6 Health and Safety 6.3.C Demonstrates safe practices. Follows simple safety rules.</p> |
| <p>Goal 23</p> <p>Understand human body systems and factors that influence growth and development.</p> | |
| <p>Learning Standard 23.A Describe and explain the structure and functions of the human body systems and how they interrelate.</p> | |
| <p>23.A.ECa. Identify body parts and their functions.</p> | <p><u>Physical Development</u> 6 Health and Safety 6.2.C,D Practices good hygiene. Names body parts. Describes the function of basic body parts.</p> |
| <p>Learning Standard 23.B Identify ways to keep the body healthy.</p> | |
| <p>23.B.ECa. Identify examples of healthy habits.</p> | <p><u>Physical Development</u> 6 Health and Safety 6.1.E,F Makes healthy food and exercise choices. Chooses between two appropriate food options or rest options. Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders. 6.2.C Practices good hygiene. With help, participates in healthy habits and healthcare routines.</p> |

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| <p>23.B.ECb. Identify healthy and non-healthy foods and explain the effect of these foods on the body.</p> | <p><u>Physical Development</u> 6 Health and Safety 6.1.E,F Makes healthy food and exercise choices. Chooses between two appropriate food options or rest options. Identifies food that is nutritious. Explains the importance of nutrition, exercise and rest in maintaining wellness. Explains how feeling well is related to proper nutrition, exercise and rest.</p> |
| <p>Goal 24</p> <p>Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p> | |
| <p>Learning Standard 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> | |
| <p>24.C.ECa. Participate in activities to learn to avoid dangerous situations.</p> | <p><u>Physical Development</u> 6 Health and Safety 6.3.D,F,G Demonstrates safe practices. Identifies dangerous situations and seeks out help. Applies general safety rules to a variety of everyday situations with little prompting. Identifies emergency situations. Describes how to get help and behave during them.</p> |

The Arts

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| The Arts | |
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| Goal 25 Gain exposure to and explore the arts. | |
| Learning Standard 25.A Investigate, begin to appreciate, and participate in the arts. | |
| 25.A.ECa. Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities. | <u>Creative Development</u> 31 Dance and Movement 31.1 Develop dance and movement techniques. 31.2 Expresses through dance and movement. |
| 25.A.ECb. Drama: Begin to appreciate and participate in dramatic activities. | <u>Creative Development</u> 33 Drama 33.1 Participates in dramatic play. 33.2 Uses and creates props. |
| 25.A.ECc. Music: Begin to appreciate and participate in music activities. | <u>Creative Development</u> 30 Visual Arts 30.1 Develops rhythm and tone. 30.2 Expresses through music. |
| 25.A.ECd. Visual Arts: Investigate and participate in activities using visual arts materials. | <u>Creative Development</u> 32 Visual Arts 32.1 Develops artistic techniques. 32.2 Expresses through visual arts. |

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| <p>Learning Standard 25.B Display an awareness of some distinct characteristics of the arts.</p> | |
| <p>26.B.ECa. Describe or respond to their creative work or the creative work of others.</p> | <p><u>Creative Development</u> 30 Music 30.2.G Expresses through music. Interprets and compares many types of music. 31 Dance and Movement 31.2.H Expresses through dance and movement. Describes how dances and movements express certain ideas or feelings. 32 Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists. 32.2.F Expresses through visual arts. Creates art to represent an idea or object. Explains how it was made.</p> |
| <p style="text-align: center;">Goal 26 Understand that the arts can be used to communicate ideas and emotions.</p> | |
| <p>Learning Standard 26.B Understand ways to express meaning through the arts.</p> | |

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| <p>26.B.ECa. Use creative arts as an avenue for self-expression.</p> | <p><u>Creative Development</u> 30 Music 30.2.F Expresses through music. Communicates ideas by creating rhythm and /or melody.</p> <p>31 Dance and Movement 31.2.F Expresses through dance and movement. Expresses ideas, feelings and stories through creative movement.</p> <p>32 Visual Arts 32.2.F Expresses through visual arts. Creates art to represent an idea or object. Explains how it was made.</p> |
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**English Language Learner Home Language
Development**

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| English Language Learner Home Language Development | |
| <p style="text-align: center;">Goal 28</p> <p style="text-align: center;">Use the home language to communicate within and beyond the classroom.</p> | |
| <p>Learning Standard 28.A Use the home language at age-appropriate levels for a variety of social and academic purposes.</p> | |

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28.A.ECa. May demonstrate progress and mastery of benchmarks through home language.

Social Studies

21 Families and Communities

21.2.A-E Explores cultures and traditions. Is exposed to family traditions or cultural events. With help, participates in family traditions and customs. Recognizes familiar symbols or artifacts of family traditions or customs. Describes routines, familiar stories, traditions, foods and celebrations of own family and community. Explains the meaning and importance of own traditions and customs.

Language and Literacy (as it applies to the child’s home language)

8 Communication

8.1 Communicates ideas

8.2 Speaks in sentences

9 Vocabulary

9.1 Builds vocabulary

13 Reading Comprehension

13.1 Responds to text

13.2 Retells, asks and answers questions

14 Emergent Writing

14.1 Writes name, words and sentences

14.2 Expresses through writing

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28.A.ECb. Use home language in family, community, and early childhood settings.

Social Studies

21 Families and Communities

21.2.A-E Explores cultures and traditions. Is exposed to family traditions or cultural events. With help, participates in family traditions and customs. Recognizes familiar symbols or artifacts of family traditions or customs. Describes routines, familiar stories, traditions, foods and celebrations of own family and community. Explains the meaning and importance of own traditions and customs.

Language and Literacy (as it applies to the child’s home language)

7 Listening Comprehension

7.1 Comprehends spoken language

7.2 Follows verbal directions

8 Communication

8.1 Communicates ideas

8.2 Speaks in sentences

9 Vocabulary

9.1 Builds vocabulary

13 Reading Comprehension

13.1 Responds to text

13.2 Retells, asks and answers questions

14 Emergent Writing

14.1 Writes name, words and sentences

14.2 Expresses through writing

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| <p>28.A.ECc. Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.2.A-G Explores cultures and traditions. Is exposed to family traditions or cultural events. With help, participates in family traditions and customs. Recognizes familiar symbols or artifacts of family traditions or customs. Describes routines, familiar stories, traditions, foods and celebrations of own family and community. Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people. Compares diverse cultures and traditions.</p> |
| <p>Goal 29</p> <p>Use the home language to make connections and reinforce knowledge and skills across academic and social areas.</p> | |
| <p>Learning Standard 29.A Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</p> | |
| <p>29.A.ECa. Use home cultural and linguistic knowledge to express current understandings and construct new concepts.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.3.G Evaluates and infers. Uses prior knowledge and gathered information to make simple inferences.</p> <p><u>Social Studies</u> 21 Families and Communities 21.2.A-G Explores cultures and traditions. Is exposed to family traditions or cultural events. With help, participates in family traditions and customs. Recognizes familiar symbols or artifacts of family traditions or customs. Describes routines, familiar stories, traditions, foods and celebrations of own family and community. Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people. Compares diverse cultures and traditions.</p> |

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| <p>29.A.ECb. With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.</p> | <p><u>Second Language Acquisition</u> 34 Approach to Second Language Acquisition 34.1 Participates using target language 34.2 Demonstrates initiative with target language</p> <p>35 Comprehension of Second Language 35.1 Demonstrates comprehension of target language</p> <p>36 Communication in Second Language 36.1 Uses target language to communicate</p> <p><u>Science</u> 25 Scientific Reasoning 25.3.G Evaluates and infers. Uses prior knowledge and gathered information to make simple inferences.</p> |
| <p>29.A.ECc. Exhibit foundational literacy skills in home language to foster transfer to English.</p> | <p><u>Second Language Acquisition</u> 34 Approach to Second Language Acquisition 34.1 Participates using target language 34.2 Demonstrates initiative with target language</p> <p>35 Comprehension of Second Language 35.1 Demonstrates comprehension of target language</p> <p>36 Communication in Second Language 36.1 Uses target language to communicate</p> <p><u>Science</u> 25 Scientific Reasoning 25.3.G Evaluates and infers. Uses prior knowledge and gathered information to make simple inferences.</p> |

Social/Emotional Development

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| Social/Emotional Development | |
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| Goal 30 | |
| Develop self-management skills to achieve school and life success and develop positive relationships with others. | |
| Learning Standard 30.A Identify and manage one's emotions and behavior. | |
| 30.A.ECa. Recognize and label basic emotions. | <p><u>Social and Emotional Development</u> 1 Self Concept 1.3.D,E,F Identifies and manages feelings. Recognizes personal feelings. Names some personal feelings and uses strategies to manage behavior. Identifies and explains personal feelings.</p> |
| 30.A.ECb. Use appropriate communication skills when expressing needs, wants and feelings. | <p><u>Social and Emotional Development</u> 1 Self Concept 1.3.D,E,F Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior. Identifies and explains personal feelings.</p> |
| 30.A.ECc. Express feelings that are appropriate to the situation. | <p><u>Social and Emotional Development</u> 1 Self Concept 1.3.D,E,F Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior. Identifies and explains personal feelings. Describes appropriate responses.</p> |

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| <p>30.A.ECd. Begin to understand and follow rules.</p> | <p><u>Social and Emotional Development</u> 2 Self Direction 2.1.C,G Follows rules and routines. With prompting, follows rules and routines. Explains why rules and regulations are important and what might happen if they are not followed.</p> |
| <p>30.A.ECe. Use materials with purpose, safety and respect.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.2.G Takes responsibility. Shows respect for other’s personal space and belongings.</p> <p><u>Physical Development</u> 6 Health and Safety 6.3.C Demonstrates safe practices. Follows simple safety rules.</p> |
| <p>30.A.ECf. Begin to understand the consequences of his or her behavior.</p> | <p><u>Social and Emotional Development</u> 2 Self Direction 2.1.G Follows rules and routines. Explains why rules and regulations are important and what might happen if they are not followed.</p> |
| <p>Goal 31</p> <p>Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> | |
| <p>Learning Standard 31.A Develop positive relationships with peers and adults.</p> | |
| <p>31.A.ECa. Show empathy, sympathy and caring for others.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.3.C-G Cares for and responds to others. Demonstrates concern for someone who is sad or upset. Explains a reason why someone may be happy or sad. Tries to comfort and assure familiar children or adults. Identifies feelings of others and responds accordingly. Shows empathy.</p> |

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| <p>31.A.ECb. Recognize the feelings and perspectives of others.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.3.C-G Cares for and responds to others. Demonstrates concern for someone who is sad or upset. Explains a reason why someone may be happy or sad. Tries to comfort and assure familiar children or adults. Identifies feelings of others and responds accordingly. Shows empathy.</p> <p>1 Self Concept 1.1.H Expresses preferences. Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> |
| <p>31.A.ECc. Interact easily with familiar adults.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.B,C Builds positive relationships. Greets and stays near familiar people. Plays side-by-side with a new or familiar person.</p> |
| <p>31.A.ECd. Demonstrate attachment to familiar adults.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.B,C Builds positive relationships. Greets and stays near familiar people. Plays side-by-side with a new or familiar person.</p> |
| <p>31.A.ECe. Develop positive relationships with peers.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.D,E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons. 3.2.D,E Cooperates. Plays cooperatively with others and begins to share. Seeks out opportunities to help others.</p> |
| <p>Learning Standard 31.B Use communication and social skills to interact effectively with others.</p> | |

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| <p>31.B.ECa. Interact verbally and nonverbally with other children.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.D,E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.</p> <p><u>Language and Literacy</u> 8 Communication 8.1.C Communicates ideas. Communicates needs, desires and ideas using simple sentences.</p> |
| <p>31.B.ECb. Engage in cooperative group play.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.D,E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons. 3.2.D,E Cooperates. Plays cooperatively with others and begins to share. Seeks out opportunities to help others.</p> |
| <p>31.B.ECc. Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.D,E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons. 3.2.A,C,D,E Cooperates. Enjoys turn-taking games. Helps or participates in an activity when asked. Plays cooperatively with others and begins to share. Seeks out opportunities to help others.</p> |
| <p>Learning Standard 31.C Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.</p> | |
| <p>31.C.ECa. Begin to share materials and experiences and take turns.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.2.A,C,D,E Cooperates. Enjoys turn-taking games. Helps or participates in an activity when asked. Plays cooperatively with others and begins to share. Seeks out opportunities to help others.</p> |

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| <p>31.C.ECb. Solve simple conflicts with peers with independence, using gestures or words</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.2.E,F Cooperates. Tries to solve own social problems. Suggests solutions to group problems or challenges.</p> <p><u>Mathematics and Reasoning</u> 20 Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.</p> |
| <p>31.C.ECc. Seek adult help when needed to resolve conflict.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.2.D Cooperates. Asks adult to help solve social problems.</p> <p><u>Mathematics and Reasoning</u> 20 Logic 20.1.C Solves problems. Recognizes a problem and asks for help.</p> |
| <p>Goal 32</p> <p>Demonstrate decision-making skills and behaviors in personal, school and community contexts.</p> | |
| <p>Learning Standard 32.A Begin to consider ethical, safety and societal factors in making decisions.</p> | |
| <p>32.A.ECa. Participate in discussions about why rules exist.</p> | <p><u>Social and Emotional Development</u> 2 Self Direction 2.1.G Follows rules and routines. Explains why rules and regulations are important and what might happen if they are not followed.</p> |

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| <p>32.A.ECb. Follow rules and make good choices about behavior.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.3.D,E Identifies and manages feelings. Controls impulses with reminders. Uses strategies to manage behavior.</p> <p>2 Self Direction 2.1.D,E Follows rules and routines. Follows rules and routines. Explores personal limits.</p> |
| <p>Learning Standard 32.B Apply decision-making skills to deal responsibly with daily academic and social situations.</p> | |
| <p>32.B.ECa. Participate in discussions about finding alternative solutions to problems.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.2.F Cooperates. Suggests solutions to group problems or challenges.</p> <p><u>Mathematics and Reasoning</u> 20 Logic 20.1.D,G Solves problems. Tries out many possible solutions to a problem. Explains the sequence of his/her problem-solving strategy.</p> <p><u>Language and Literacy</u> 8 Communication 8.1.G Communicates ideas. Discusses ideas and feelings about a wide range of age-appropriate topics.</p> |



Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.

| | | Infant | Toddler | Preschool | Pre-Primary | Primary | | | | |
|----------------------------------|------------------------|---|---|--|--|--|--|---|--|---|
| Skill | Goal | Benchmark A | Benchmark B | Benchmark C | Benchmark D | Benchmark E | Benchmark F | Benchmark G | Benchmark H | |
| Social and Emotional Development | 1 Self Concept | 1.1 Expresses preference | Responds to name and explores self in mirror. | Repeats actions to obtain similar preferred results. | Expresses likes and dislikes. | When given two to three options, chooses his/her most desired option. | Describes preferences of self and others. | Negotiates to attain personal preference in a situation. | Predicts how self and others might feel in a variety of situations and explains why. | Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences. |
| | | 1.2 Takes responsibility | Responds as caregiver takes care of his/her needs. | Participates in daily routines or familiar activities. | Asserts a desire to start or end an activity. Asks for help. | Initiates an activity and seeks help to complete it. | Independently completes a familiar activity and offers to help others with a similar activity. | Takes care of own needs and personal belongings. | Shows respect for others' personal space and belongings. | Takes care of self or another while considering the needs of the greater group. |
| | | 1.3 Identifies and manages feelings | Calms with support from caretaker. | Shows a range of emotions with facial expressions and gestures. Soothes self. | Experiments and role-plays with a range of emotions. | Recognizes personal feelings. Controls impulses with reminders. | Names some personal feelings and uses strategies to manage behavior. | Identifies and explains personal feelings. Describes appropriate responses. | Anticipates an emotional response that may result from a given situation. | Applies strategies for managing own emotions and behaviors. |
| | 2 Self Direction | 2.1 Follows rules and routines | Reacts to tone of voice and expression. | Cooperates during familiar routines and redirection. | With prompting, follows rules and routines. | Follows rules and routines. Expresses feelings about fairness. | Follows rules and routines. Expresses feelings about fairness. | Participates in setting, defining and following rules. | Explains why rules and regulations are important and what might happen if they are not followed. | Follows explicit and implied rules in various situations with few reminders. |
| | | 2.2 Maintains attention | Focuses for a short time when others interact with him/her. | Attends to what others are looking at or pointing to. | Focuses on an engaging activity for a short period of time independently or with an adult. | Practices or repeats an activity many times until successful. | Sustains focus for at least five minutes, persisting even if there are problems or distractions. | Sustains focus for at least ten minutes even if there are distractions. | Sustains focus for at least thirty minutes even if there are distractions. | Sustains focus for forty-five minutes even if there are distractions. |
| | | 2.3 Transitions and adapts | Reacts to changes in routine. | Responds to cues that signal a change in the daily routine. | Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers. | Recognizes when the typical routine is not followed and identifies the change. | With support, negotiates ways to handle non-routine transitions. | Transitions from one activity to the next and helps others through the transition. | Describes strategies to adjust and calm oneself in new or stressful situations. | Adapts to new situations quickly and with minimal stress. |
| | 3 Social Relationships | 3.1 Builds positive relationships | Connects with caregivers through eye contact and gentle touch. | Greets and stays near familiar people. | Plays side-by-side with a new or familiar person. | Joins a group and participates in group play. | Initiates play, conversations and interactions with one or more persons. | Begins to describe friendships and other meaningful relationships. | Describes qualities of positive relationships and ways to build them. | Describes different types of relationships such as those with family, with friends and with teachers. |
| | | 3.2 Cooperates | Enjoys turn-taking games, such as peek-a-boo. | Mimics actions of others. | Helps or participates in an activity when asked. | Plays cooperatively with others and begins to share. Asks adult to help solve social problems. | Seeks out opportunities to help others. Tries to solve own social problems. | Suggests solutions to group problems or challenges. | Fulfills personal roles and responsibilities when working in a group. | Works collaboratively and flexibly within a group. |
| | | 3.3 Cares for and responds to others | Reacts to others' behaviors and expressions. | Mimics facial expressions of others. | Demonstrates concern for someone who is sad or upset. | Explains a reason why someone may be happy or sad. | Tries to comfort and assure familiar children or adults. | Identifies feelings of others and responds accordingly. | Shows empathy. | Encourages others to care for, include or help another person. |
| Physical Development | 4 Gross Motor | 4.1 Builds strength and balance | Sits independently and pulls self into a standing position. | Walks and climbs. | Runs and balances on a wide beam. | Balances and hops on one foot. | Hops from one foot to the other. Begins to skip. | Skips confidently, gallops and slides side to side. | Leaps. Balances on a variety of objects. | Uses conditioning methods to strengthen muscles and increase endurance. |
| | | 4.2 Coordinates large movements | Kicks or grabs from a seated or laying position. | Carries, drags, kicks and tosses objects. | Throws objects in an intended direction. Catches objects against body. | Throws both overhand and underhand. Catches or kicks moving objects. | Coordinates multiple movements in simple sequences. | Changes direction and speed of movement. | Kicks or strikes moving objects with aim and accuracy. Stops at a boundary. | Coordinates multiple complex movements in continuous play. |
| | 5 Fine Motor | 5.1 Controls small movements | Reaches for objects in sight. | Manipulates objects with purpose, such as feeding self with a spoon. | Opens, closes, twists and pulls objects. | Snips with scissors. Strings large beads. | Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. | Follows an outline with scissors. Ties shoes and dresses self. | Threads small beads. Stocks small objects. | Beads, grasps and stacks objects of all sizes with speed and accuracy. |
| | | 5.2 Uses drawing/writing tools | Picks up small objects with thumb and pointer finger (pincher grasp). | Purposefully grasps and releases objects. Makes random marks with writing tools. | Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. | Uses fingers to grasp and manipulate drawing/writing tools with increasing control. | Uses a mature tripod grip with drawing/writing tools. | Consistently uses mature tripod grip with drawing/writing tools. | Legibly prints letters, numbers, and symbols. | Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings. |
| | 6 Health and Safety | 6.1 Makes healthy food and exercise choices | Cries when hungry or tired. | Communicates when hungry, thirsty, or tired. | Anticipates the need to eat, rest and drink. | Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play. | Identifies food groups and sorts food. Chooses between two appropriate food options or rest options. | Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders. | Explains the importance of nutrition, exercise and rest in maintaining wellness. | Explains how feeling well is related to proper nutrition, exercise and rest. |
| | | 6.2 Practices good hygiene | Receives appropriate healthcare from caregivers. | Recognizes the difference between dirty and clean. Points to body parts when prompted. | With help, participates in healthy habits and healthcare routines. Names body parts. | Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain. | Explains how germs spread and simple strategies for preventing the spread. | When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions. | Describes the functions of basic organs. Maintains personal hygiene with few reminders. | Describes how to deal with health concerns of self and others. |
| | | 6.3 Demonstrates safe practices | Expresses distress when needs are not met. | Responds to possible dangers in environment and avoids them when prompted. | Follows simple safety rules. | Identifies dangerous situations and seeks out help. | Describes reasons for safety rules and reminds others to follow them. | Applies general safety rules to a variety of everyday situations with little prompting. | Identifies emergency situations. Describes how to get help and behave during them. | Takes appropriate initiative in dangerous and emergency situations. |

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| | | Infant | Toddler | Preschool | Pre-Primary | Primary | | | | |
|-----------------------|----------------------------|--|--|---|--|--|--|---|---|---|
| Skill | Goal | Benchmark A | Benchmark B | Benchmark C | Benchmark D | Benchmark E | Benchmark F | Benchmark G | Benchmark H | |
| Language and Literacy | 7 Listening Comprehension | 7.1 Comprehends spoken language | Turns head toward the person speaking and makes gestures and/or vocalizations in response. | When prompted, identifies familiar people or objects. | Responds to simple statements and questions. | Listens to a story or request and then responds appropriately. | Expands on stories and information shared orally. | Asks and answers general questions about information or stories shared orally. | Asks or answers specific questions about key details from information or stories shared orally. | Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally. |
| | | 7.2 Follows verbal directions | Responds to conversation in environment and imitates actions. | With prompts and gestures, follows a one-step direction. | Follows related two-step directions given verbally. | Follows unrelated two-step directions given verbally. | With prompting, follows multi-step directions given verbally. | Follows multi-step directions given verbally. | Remembers and follows previous rules or directions shared verbally. | Responds to verbal statements that have implied directions or requests. |
| | 8 Communication | 8.1 Communicates ideas | Uses vocal sounds and gestures to communicate. | Uses a few words and word-like sounds to communicate. | Communicates needs, desires and ideas using simple sentences. | Asks simple questions and stays on topic for two to three exchanges. | Tells stories and engages in conversations through multiple exchanges. | Explains thoughts about familiar people, places and events. | Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion. | Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion. |
| | | 8.2 Speaks in sentences | Duplicates single sounds. | Says one- to two-word sentences. | Says two- to four-word sentences and repeats short phrases. | Speaks in sentences but does not always follow grammatical rules. | Speaks in simple complete sentences. Uses question words in speech. | Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. | Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future. | Uses common irregular plural nouns and conjugated verbs. |
| | 9 Vocabulary | 9.1 Builds vocabulary | Makes noises and gestures to communicate. | Repeats words heard frequently in environment. | Identifies familiar people, places and objects. Asks what a specific person or object are called. | Describes familiar people, places and objects. Seeks additional words for new ways to describe. | Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. | Uses new or technical words learned in conversations or through reading. Compares words and their meanings. | Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word. | Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words. |
| | 10 Phonological Awareness | 10.1 Hears small units of sound | Babbles and vocalizes using sound, volume and inflection. | Imitates sounds and tones. | Shows awareness of separate words in spoken language. | Identifies words that have a similar beginning sound. | Identifies the beginning and ending sounds of words. | Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. | Identifies and isolates individual sounds heard in one-syllable words. | Manipulates, substitutes and deletes sounds in words. |
| | | 10.2 Identifies rhyme and alliteration | Hears rhyming songs and games. | Repeats the last word in familiar rhymes when prompted. | Suggests a missing rhyming word within a poem or song. | Identifies when two words rhyme or don't rhyme. | Suggests a series of rhyming words when given a word. | Explains which sound of given word is the rime and which sound is the onset. | Recognizes blends, digraphs, letter patterns and simple word families. | Manipulates syllables in words, including prefixes and suffixes. |
| | 11 Concepts of Print | 11.1 Demonstrates print knowledge | Looks or points to pictures and opens/closes books. | Recognizes if pictures are right-side up. Turns pages from front to back of book. | Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. | Identifies letters, words, spaces and some punctuation. Follows the direction of text. | Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line. | Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation. | Explains the difference between books that tell stories and those that give information. | Describes the overall structure of a story, including the introduction, problem and conclusion. |
| | 12 Letter/Word Recognition | 12.1 Identifies letters and words | Looks for familiar people and objects when given their names. | Identifies a familiar object or person when shown a drawing or photo. | Recognizes the difference between pictures, letters and numbers in print. | Recognizes some common words in print; such as their his/her name, mom, dad or stop. | Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print. | Reads high frequency sight words. | Reads and decodes root words with inflectional endings (e.g. ed, ing, s). | Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words. |
| | | 12.2 Makes letter-sound connections | Babbles or repeats sounds. | Points at words printed on a page and pretends to read aloud. | Recognizes the sound of the first letter in his/her name. | Identifies six to seven letters and their sounds. | Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words. | Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words. | Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends. | Applies phonics strategies and word analysis skills to decode unfamiliar words. |
| | 13 Reading Comprehension | 13.1 Responds to text | Interacts by reaching or patting when a book is read. | Points to pictures and repeats words from familiar stories. | Talks about pictures and ideas in familiar stories. | Anticipates what come next in familiar stories. Expresses likes or dislikes within the story. | Relates to the characters or events of the story and shares a similar experience or object from own life. | With support, compares similarities between two texts. | Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts. | Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts. |
| | | 13.2 Retells, asks and answers questions | Holds book and looks intently at each page. | Answers "Where is...?" questions by pointing. | Answers "What...?" questions about stories and books. Recalls the name of the main character. | Participates with others in the retelling of a story by pointing at pictures or role-playing with props. | Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events. | With prompting, answers questions about characters and setting. Retells major events of a story in sequence. | Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story. | Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story. |
| | 14 Emergent Writing | 14.1 Writes name, words and sentences | Grips a writing utensil and uses it with help. | Makes continuous marks with writing tools. | Writes letter-like forms and creates his/her own symbols. | Attempts to print or copy familiar symbols and letters, especially those that are in own name. | Prints first name. Copies print. Uses inventive spelling. | Prints first and last name. Prints upper and lower case letters appropriately. | Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling. | Writes simple and compound sentences. Uses commas. Checks and corrects spelling. |
| | | 14.2 Expresses through writing | Explores writing materials. | Makes marks or handprints on paper. | Scribbles or draws marks as a representation of an object or person. | Draws lines, circles or shapes and explains who or what they represent. | Uses a combination of drawing, dictating and writing to express and record an event or idea. | Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing. | Writes a string of simple sentences to tell a story or share information. Provides a concluding statement. | Writes ideas or groups information in logical order. Uses descriptive words in writing. |

| Skill | Goal | Pre-production | Early Production | Speech Emergence | Intermediate Fluency | Advanced Fluency | |
|-----------------------------|--|--|---|---|--|---|--|
| Second Language Acquisition | 34 Approach to Second Language Acquisition | 34.1 Participates using target language | Observes interactions in target language, but may not participate. | When prompted, uses gestures and words in target language to participate in group interactions. | Uses target language to actively participate, working around any language barriers. | Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers. | Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level. |
| | | 34.2 Demonstrates initiative with target language | Uses cues and gestures to understand interactions in target language. | Asks for repetition of target language to clarify understanding. | Seeks explanations for unknown words and phrases in target language. | Asks questions in target language to clarify meanings of idioms and complex interactions. | Uses context clues and resources to clarify any misunderstandings. |
| | 35 Comprehension of Second Language | 35.1 Demonstrates comprehension of target language | Responds to cues, such as gestures and visualizations. | Responds to simple words and phrases in target language, especially in combination with other cues. | Responds to simple stories and short discussions in target language. | Responds to stories, jokes and lengthy discussions in target language. | Demonstrates near-native comprehension of target language in all contexts. |
| | 36 Communication in Second Language | 36.1 Uses target language to communicate | Uses cues, gestures and visualizations to communicate. | Uses words and memorized phrases in target language to communicate. | Formulates sentences by combining familiar words and phrases in target language. May make frequent errors. | Uses increasingly complex linguistic structures in target language with minimal grammatical errors. | Uses target language effectively in all contexts. |

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| 123 Mathematics and Reasoning | 15 Number Concepts | 15.1 Identifies numerals | Hears numbers in everyday context. | Recognizes the numeral one and sees other numerals around the room. | Recognizes numerals to three. | Identifies numerals to five. | Identifies numerals to ten. | Identifies and writes numerals to twenty. | Identifies numerals to one hundred and understands place value to the hundreds place. | Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd. |
| | | 15.2 Counts to determine quantity | Hears rote counting. | Verbally counts (not always in correct order). | Points to one object at a time while counting (not always in correct order). | Counts up to ten objects. | Counts up to twenty objects. | Counts to one hundred by ones and tens. Counts forward from a given number. | Counts in sequence to 120 from a given number. Uses manipulatives to group and count units. | Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty. |
| | | 15.3 Understands operations | Looks for an object that is taken out of sight. | Demonstrates an understanding of one, two and more. | Creates groups of objects. Adds and removes to group as prompted. | Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. | Solves addition and subtraction problems within ten. | Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., $7=3+4$, $7=5+2$). | Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false. | Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies. |
| | 16 Shapes | 16.1 Identifies shapes | Manipulates objects that are a variety of shapes. | Matches two identical shapes. | Identifies a few basic shapes. | Identifies four to six basic geometric shapes. | Describes basic and complex two- and three-dimensional shapes using own words. | Describes objects in the environment as two- and three-dimensional shapes. | Describes and draws defining features of shapes. | Identifies and draws complex shapes. |
| | | 16.2 Manipulates parts and wholes | Tries to put one object inside of another. | Fills container and then dumps out the contents. | Puts together two to three pieces to create a whole object. | Uses a guide to put together six to twelve pieces to make a whole object. | Creates a whole object from many pieces without using a guide. | Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces. | Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts. | Separates a shape into halves, thirds and fourths. |
| | 17 Spatial Awareness | 17.1 Flips and rotates objects | Plays with objects and toys that are a variety of shapes. | Purposely turns or spins objects. | Recognizes familiar objects that are upside down and turns them right-side up. | Matches two similar objects that are turned or positioned in different ways. | Identifies and corrects the orientation of familiar objects and symbols. | Identifies two- and three-dimensional shapes and symbols regardless of orientation. | Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry. | Determines when shapes have been slid, turned or flipped and describes the translation. |
| | | 17.2 Determines object location | Participates as caregiver raises arms or legs and says up/down. | Follows simple positional directions such as on/off, over/under and up/down. | When prompted, finds or places objects next to, between, in front of or behind self. | When prompted, finds or places objects next to, between, in front of or behind objects not related to self. | Explains the location of an object in relation to another object or person. | Makes simple maps or models to represent the location of objects. | Gives and follows positional instructions to find objects or places. | Uses representations, coordinate systems and maps to identify locations of objects or places. |
| | 18 Patterns and Sorting | 18.1 Identifies and creates patterns | Plays predictable activities with caregivers such as patty-cake and peek-a-boo. | Attempts to mimic vocal and physical patterns. | Copies patterns with two steps, such as red-blue, red-blue. | Creates and extends two-step patterns. | Creates and extends three- and four-step patterns and plays complex memory games. | Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment. | Creates or extends increasing or decreasing patterns. | Develops and explains his/her own formula for creating a variety of patterns. |
| | | 18.2 Matches, sorts and charts | Recognizes familiar people and objects. | When shown one object, finds the match. | Sort objects by one feature, such as size or color. | After sorting objects by one feature, sorts again by a different feature. | Sorts objects by more than one feature and explains why. | Identifies, sorts and classifies objects by at least two features. | Answers questions about data or objects sorted in up to three categories. | Uses graphs and charts to represent data sorted in up to four categories. |
| | 19 Measurement | 19.1 Estimates and measures | Recognizes when to use whole hand or just two fingers to pick up an object. | Explores size and weight of objects in relation to self. | Determines which object is bigger (heavier, longer) when given two objects. | Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help. | Estimates (not always logically) size and volume. Measures and describes findings. | Makes logical estimates and uses measurement tools to check estimation. | Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours. | Tells time. Estimates length in inches, feet, centimeters or meters. Measures on object using a variety of measurement standards. |
| 19.2 Compares and seriates | | Picks up and puts down objects. Demonstrates an understanding of more. | Places objects in a line. Demonstrates an understanding of more, none and one. | Compares and orders two to three objects according to size, length, hue or weight. | Orders multiple objects by one feature using process of elimination. Describes order using first, then and last. | Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events. | Orders multiple objects by two or more features. Orders events in time. | Compares the length of two objects by using a third object (the length unit). Orders three objects by length. | Compares and explains how much longer one object is than another using standard units of measurement. | |
| 20 Logic | 20.1 Solves problems | Reacts to a problem and seeks a desired outcome. | Experiments with cause and effect. | Recognizes a problem and asks for help. | Tries out many possible solutions to a problem. | Uses previous knowledge to determine which solution to try first when solving a problem. | Mentally eliminates possible solutions to a problem by thinking through their potential results. | Explains the sequence of his/her problem-solving strategy. | Solves hypothetical problems by connecting personal experiences to possible solutions. | |
| Social Studies | 21 Families and Communities | 21.1 Identifies community and family roles | Responds to primary caregivers. | Recognizes the difference between a familiar and unfamiliar person. | Identifies familiar people and pets. | Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. | Identifies roles of self and others and describes the job each may do. | Compares roles, rules and responsibilities between different groups. | Describes how roles and responsibilities or families and groups change over time. | Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities. |
| | | 21.2 Explores cultures and traditions | Is exposed to family traditions or cultural events. | With help, participates in family traditions and customs. | Recognizes familiar symbols or artifacts of family traditions or customs. | Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. | Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures. | Explains the meaning and importance of traditions and customs of other people. | Compares diverse cultures and traditions. | Names influential people and events that have impacted familiar cultures and traditions. |
| | | 21.3 Respects diversity | Sees diverse features of people in books, toys and media. | Explores people and their features side by side in a book or a mirror. | Identifies physical similarities and differences between self and others. | Interacts with peers who look, learn, believe or move differently. | Asks questions about how others live, eat, play and believe. | Explains how individuals, families and cultures differ. | Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly. | Demonstrates respect for people who look differently and have differing abilities or traditions. |
| | 22 Civics and Economics | 22.1 Understands citizenship | Attends to others in immediate environment. | Participates in communal activities. | Recognizes and attends to authority figures. | Follows familiar rules and helps make group decisions. | Applies familiar rules and suggests new rules in a variety of situations. | Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. | Identifies individual rights. Determines if rules support the common good. | Describes different levels of government (local, state, national). Makes democratic decisions. |
| | | 22.2 Understands concepts of trade | Grasps and releases objects. | Expresses a desire for an object or action. Says me, mine. | Recognizes ownership of familiar objects. | Asks before taking an object that does not belong to self. Offers a toy or object to another person. | Explores the use of trade to receive objects or services. | Exchanges money, goods or services for other goods or services. | Describes ways one might use money, goods or services. | Explains how and why people work together in trade to get what they need and want. |
| | 23 Geography | 23.1 Identifies types of places | Responds to changes in the immediate environment. | Recognizes familiar places. | Identifies a variety of familiar places, such as the store, car, home or Grandma's. | Identifies different types of water bodies, streets, buildings and landmarks in own community. | Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. | Compares the geographic features of own community to another community. | Identifies and describes various types of landforms and natural resources. | Explains how the physical features and characteristics of an environment affect how people live. |
| | | 23.2 Uses maps | Navigates within a familiar environment. | Finds ways to move around obstacles in a familiar environment. | Follows a path. | Recognizes symbols and landmarks. | Identifies what is represented on a map. Draws pictures of current location. | Recreates a map of something s/he cannot immediately see. | Locates familiar places on maps. Uses cardinal directions to follow and give directions. | Uses a variety of maps to gather information. |
| 24 History | 24.1 Describes past events | Focuses on interactions with others for a short time. | Observes events and begins to participate. | Describes events as they happen. Uses words such as first, then. | Recalls information and events from the past. | Uses language of time to describe familiar sequences of events. | Retells historical, fictional or past events or stories. | Compares and contrasts current and historical conditions of familiar environments. | Describes relationships between past events and current conditions. Explains why it is important to understand historical events. | |

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|-----------------------|-----------------------------|---|--|---|--|---|---|--|--|---|---|
| Skill | Goal | Benchmark A | Benchmark B | Benchmark C | Benchmark D | Benchmark E | Benchmark F | Benchmark G | Benchmark H | | |
| Science | 25 Scientific Reasoning | 25.1 Inquires and predicts | Looks for a person or toy that has moved out of sight. | Asks one- to two-word questions. | Identifies personal interests and seeks more information. | When given a question, guesses a possible answer or outcome. | Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. | Predicts multiple outcomes to a question or situation and explains personal reasoning. | Inquires about a scientific phenomenon and explains which prediction seems most probable. | Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge. | |
| | | 25.2 Observes and experiments | Explores cause and effect. | Uses senses to explore environment. | Investigates an object or group of objects in multiple ways. | Observes and describes actions or changes that occur to familiar objects and people. | Explores scientific phenomenon and records observations by drawing. | Gathers information or experiments to prove/disprove a hypothesis. | Experiments or gathers information. Records findings in tables, charts or diagrams. | Conducts an experiment multiple times. Records observations and makes personal notes. | |
| | | 25.3 Evaluates and infers | Reacts to changes. | Recognizes objects, actions, sounds or people associated with a common use or routine. | Shares discoveries with others. | Uses past knowledge to explain observed changes. | Describes and compares observations of scientific phenomenon. | Uses information and observations to verify a prediction. | Uses prior knowledge and gathered information to make simple inferences. | Evaluates gathered information to explain a scientific phenomenon. | |
| | 26 Life Science | 26.1 Identifies basic needs | Responds when physical needs are not met. | Participates in taking care of some personal needs, such as feeding self. | Describes basic personal needs. | Meets most personal needs independently. Demonstrates an understanding that all people have needs. | Recognizes that all living things have similar basic needs. Distinguishes between needs and wants. | Describes how living things attain what they need to survive. | Describes how an organism's features and surroundings help it survive. | Describes threats and challenges that living things must overcome to survive. | |
| | | 26.2 Classifies organisms | Recognizes self as being separate from others. | Identifies and names familiar people, characters and animals. | Groups living things by common characteristics. | Identifies if an object can grow, eat or move. | Sorts organisms as living or non-living and explains why. | Describes the features of living things and groups them by similar features. | Explains the purpose of specific features for various groups of organisms. | Explains the relationships between a variety of species and how they fit within a larger group of animals or plants. | |
| | 27 Physical Science | 27.1 Identifies properties of matter | Uses senses to explore objects in immediate environment. | Reacts to changes in texture, smell, sound or sight. | With support, sorts objects by physical characteristics. | Describes basic physical properties of objects and materials in the immediate environment. | Manipulates matter and observes any physical changes that may occur. | Classifies and sorts materials by a variety of physical properties. | Identifies materials that are solid, liquid and gaseous. Identifies matter changes states. | Describes characteristics of solids, liquids and gases. Explains how matter changes states. | |
| | | 27.2 Explains forces and motions | Kicks feet or shakes arms to make other objects move. | Uses body to push or pull toys. | Explores motion by moving, rolling, blowing on or dropping a toy. | Explains how common vehicles, animals and people move. Sorts objects by type of movement. | Experiments with and explains invisible forces (ramps, magnets, etc.). | Experiments and compares the movement of various objects on a variety of surfaces. | Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. | Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects. | |
| | 28 Earth Science | 28.1 Identifies weather and climates | Reacts to weather changes in immediate environment. | Understands hot and cold. Points at clouds and explores the feel of rain and wind. | Notifies changes in temperature or weather in the immediate environment. | Identifies the climate and weather in the immediate environment. | Explains how weather and climate changes may affect personal life. Identifies the current season. | Explains that different places have different kinds of weather and climates. | Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns. | Describes how the Sun and movements of the Earth affect climate. | |
| | | 28.2 Explores ecosystems | Explores immediate environment using senses. | Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. | Identifies familiar animals, plants or rocks in immediate environment. | Describes what familiar animals eat and where they live. | Describes a habitat and its characteristics. | Describes how living things interact within a particular environment. Describes personal role in taking care of the environment. | Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem. | Explores a variety of ecosystems and characteristics. Defines strategies for preserving a variety of ecosystems. | |
| | 29 Technology | 29.1 Explores technology | Explores simple tools such as toys and spoons. | Begins to use simple tools purposefully, such as using a spoon to feed self. | Explores movable parts on toys and tools. Uses on and off switches. | Explores simple machines and interacts with simple electronic and screen toys. | Experiments with simple technology to solve problems or accomplish tasks. | Uses familiar tools and technology to produce a desired result or solve a specific problem. | Experiments with familiar and unfamiliar tools and technology to achieve a variety of results. | Identifies which tools can best help save time, solve a problem or increase enjoyment. | |
| | Creative Development | 30 Music | 30.1 Develops rhythm and tone | Responds to sounds. | Responds to changes in sound, rhythm, volume or melody. | Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice. | Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. | Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. | Creates simple rhythm patterns. Controls pitch when singing a familiar song. | Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. | Maintains rhythm in various meter groupings. Participates in call and response and two part rounds. |
| | | | 30.2 Expresses through music | Makes sounds to communicate feelings. | Repeats words in familiar songs and attempts to sing. | Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects. | Uses voice, common objects or instruments to create music. Identifies self as a musician. | Uses voice or instruments to express feelings or to mimic sound effects. | Communicates ideas by creating rhythm and/or melody. | Interprets and compares many types of music. | Experiments and performs self-written music or rhythmic patterns. |
| 31 Dance and Movement | | 31.1 Develops dance and movement techniques | Moves body in a variety of ways. | Moves body purposefully. Sways or bounces to music. | Follows the movements of others. Explores personal space and direction. | Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song. | Follows a leader to perform a simple movement pattern. | Recalls a simple movement pattern and performs it individually or in a group. | Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance. | Creates simple movement sequences. | |
| | | 31.2 Expresses through dance and movement | Uses body language to express feelings. | Uses purposeful gestures and body language to communicate. | Moves in own way to music and rhythm. | Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements). | Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. | Expresses ideas, feelings and stories through creative movement. | Coordinates movements of self and others to create a cohesive dance or idea. | Describes how dances and movements express certain ideas or feelings. | |
| 32 Visual Arts | | 32.1 Develops artistic techniques | Explores materials using gross motor movements and senses. | Uses hands and feet to explore a variety of media. | Explores a variety of artistic tools and media. | Chooses an object or art tool to use with a given medium for a desired effect. | Uses artistic tools and media to create intentional designs or images. | Demonstrates a variety of techniques using a given tool or medium. | Uses various tools and techniques to achieve desired artistic results. | Compares artistic techniques and creations of many artists. | |
| | | 32.2 Expresses through visual arts | Expresses emotions while exploring materials. | Scribbles, colors or paints intentionally on paper. | Uses materials to create shapes and symbols. | Makes choices throughout the artistic process. | Plans and seeks out materials to make a creation. | Creates arts to represent an idea or object. Explains how it was made. | Creates art to express ideas, thoughts and feelings. | Creates art and explains why and how s/he chose specific materials and techniques. | |
| 33 Drama | | 33.1 Participates in dramatic play | Imitates simple movements and facial expressions. | Mimics observed behaviors and words. | Uses words, actions and props to pretend. | Plays a role in group dramatic play. | Assigns roles and plays out unscripted scenes in dramatic play. | With cues, performs a simple pre-planned drama. | Describes how a character may feel in a given situation, then integrates that emotion into performance. | Rehearses, memorizes and performs a short play. | |
| | 33.2 Uses and creates props | Responds to props or puppets. | Mimics the use of familiar objects. | Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. | Uses any object as a replacement for a realistic prop or real object. | Uses a combination of real and imaginary props or characters to play out a scene. | Creates a setting, characters and events to tell a story. | Plans a story and seeks out props to enhance a role or highlight details. | Plans a story and creates costumes, settings or props to create a mood or environment. | | |

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