IL Early Learning Standards, Preschool - Revised:

Alignment to Other Standards

9/15/11

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This document demonstrates the alignment of the Revised IL Early Learning Standards for preschool children to the Head Start Child Development and Early Learning Framework (Head Start), the IL Kindergarten Standards, and the Common Core State Standards for Kindergarten.

# Language Arts

| **Illinois Early Learning Standards - *Revised*** | **Head Start** | **Illinois Kindergarten Learning Standards** | **Common Core State Standards (K)** |
| --- | --- | --- | --- |
| **DOMAIN** |
| **Language Arts** | **Language Development****Literacy Knowledge and Skills** | **Language Arts** |
| **SUBDOMAIN(S)** |
| **Foundational Skills** | **Book Appreciation and Knowledge** | **Language** |
| **Standards and Benchmarks** |
| **Standard 1.A:** Develop an appreciation for language and literacy activities. Benchmark 1.A.ECa: Demonstrate interest in reading-related activities.Benchmark 1.A.ECb: Demonstrate interest in language activities.Benchmark 1.A.ECc: Demonstrate interest in early writing activities. | * Shows interest in shared reading experiences and looking at books independently.
 | No comparable standard.   |
| **Standard 1.B:** Develop basic language skills.Benchmark 1.B.ECa: Begin to understand and use conventions of standard English.Benchmark 1.B.ECb: Begin to understand and use increasingly complex vocabulary. | No comparable standard.  | CC.K.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.CC.K.L.1.b Conventions of Standard English: Use frequently occurring nouns and verbs.CC.K.L.1.c Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).CC.K.L.1.e Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).CC.K.L.1.f Conventions of Standard English: Produce and expand complete sentences in shared language activities.CC.K.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.CC.K.L.2.a Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I.CC.K.L.2.b Conventions of Standard English: Recognize and name end punctuation.CC.K.L.2.c Conventions of Standard English: Write a letter or letters for most consonant and short-vowel sounds (phonemes).CC.K.L.2.d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.CC.K.L.4.a Vocabulary Acquisition and Use: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).CC.K.L.4.b Vocabulary Acquisition and Use: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.CC.K.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.CC.K.L.5.a Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.CC.K.L.5.b Vocabulary Acquisition and Use: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).CC.K.L.5.c Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at school that are colorful).CC.K.L.5.d Vocabulary Acquisition and Use: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.CC.K.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to and responding to texts. |
| **Standard 1.C:** Understand that language is used in a variety of ways to communicate.Benchmark 1.C.ECa: Begin to understand that listening and reading can be used to gather information and learn new things.Benchmark 1.C.ECb: Begin to understand that speaking and writing are ways to express needs, wants and ideas. | * Recognizes the association between spoken or signed and written words.
* Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories or giving an opinion.
 | No comparable standard.  |
| **SUBDOMAIN(S)** |
| **Reading** | **Book Appreciation and Knowledge****Phonological Awareness****Alphabet Knowledge****Print Concepts and Conventions** | Reading LiteratureReading Informational TextReading Foundational Skills |
| Standards and Benchmarks |
| **Standard 2.A:** Demonstrate comprehension of text that is read aloud or seen in print.Benchmark 2.A.ECa: Retell or reenact a story. Benchmark 2.A.ECb: Ask and answer appropriate questions about a story.Benchmark 2.A.ECc: Predict what will happen next using pictures and content for guides.Benchmark 2.A.ECd: Identify facts and concepts from informational text read aloud. | * Asks and answers questions and makes comments about print materials.
* Retells stories or information from books through conversation, artistic works, creative movement or drama.
* Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
 | CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings and major events in a story.CC.K.R.L.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.CC.K.R.I.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).CC.K.R.I.8 Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text.CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.CC.K.R.F.4 Fluency: Read emergent-reader texts with purpose and understanding. |
| **Standard 2.B:** Identify elements pertaining to the craft and structure of types of text.Benchmark 2.B.ECa: Identify the title, author and illustrator of the story, with prompting and support.Benchmark 2.B.ECb: Distinguish between informational texts (e.g. newspaper report, book about butterflies), fiction (e.g. folk and fairy tales; stories, realistic fiction) and poetry (e.g., finger plays, nursery rhymes, etc.) with assistance.Benchmark 2.B.ECc: Understand that different text forms, such as magazines, notes, lists, letters and storybooks, are used for different purposes. | * Recognizes the difference between pretend or fantasy situations and reality.
 | CC.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover and title page of a book.CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| **Standard 2.C:** Demonstrate understanding of text organization and basic features of print.Benchmark 2.C.ECa: Demonstrate an understanding of how books are read.Benchmark 2.C.ECb: Demonstrate an understanding that symbols have meaning and that print carries a message. | * Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author and illustrator.
* Understands that print conveys meaning.
* Understands conventions, such as print moves from left to right and top to bottom of a page.
* Recognizes the association between spoken or signed and written words.
 | CC.K.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.CC.K.R.F.1.a Print Concepts: Follow words from left to right, top to bottom and page by page.CC.K.R.F.1.b Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters.CC.K.R.F.1.c Print Concepts: Understand that words are separated by spaces in print. |
| **Standard 2.D:** Demonstrate beginning letter and word recognition.Benchmark 2.D.ECa: Identify some letters, including those in own name.Benchmark 2.D.ECb: Make some letter-sound matches.Benchmark 2.D.ECc: Identify environmental print and labels. | * Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
* Recognizes that letters of the alphabet have distinct sound(s) associated with them.
* Attends to the beginning letters and sounds in familiar words.
* Identifies letters and associates correct sounds with letters.
* Recognizes print in everyday life, such as numbers, letters, one’s name, words and familiar logos and signs.
 | CC.K.R.F.1.d Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.CC.K.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.CC.K.R.F.3.a Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.CC.K.R.F.3.b Phonics and Word Recognition: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.CC.K.R.F.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).CC.K.R.F.3.d Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| **Standard 2.E:** Demonstrate beginning phonological awareness.Benchmark 2.E.ECa: Begin to develop phonological awareness by participating in rhyming activities. Benchmark 2.E.ECb: Identify and discriminate between words in language.Benchmark 2.E.ECc: Identify and discriminate between separate syllables in words.Benchmark 2.E.ECd: Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. | * Identifies and discriminates between words in language.
* Identifies and discriminates between separate syllables in words.
* Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.
* Recognizes words as a unit of print and understands that letters are grouped to form words.
 | CC.K.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables and sounds (phonemes).CC.K.R.F.2.a Phonological Awareness: Recognize and produce rhyming words.CC.K.R.F.2.b Phonological Awareness: Count, pronounce, blend and segment syllables in spoken words.CC.K.R.F.2.c Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words.CC.K.R.F.2.d Phonological Awareness: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\*(This does not include CVCs ending with /l/, /r/,or /x/.)CC.K.R.F.2.e Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
| **SUBDOMAIN(S)** |
| **Writing** | **Early Writing** | **Writing** |
| **Standards and Benchmarks** |
| **Standard 3.A:** Use writing to represent ideas and information.Benchmark 3.A.ECa: Write using age-appropriate symbols to represent written information. Benchmark 3.A.ECb: Write some letters on request. | * Experiments with writing tools and materials.
* Uses scribbles, shapes, pictures and letters to represent objects, stories, experiences or ideas.
* Copies, traces or independently writes letters or words.
 | CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.CC.K.L.1.a Conventions of Standard English: Print many upper- and lowercase letters. |
| **Standard 3.B:** Compose information to convey meaning.Benchmark 3.B.ECa: Dictate stories and experiences.Benchmark 3.B.ECb: Generate ideas for a picture, story or shared writing. | * Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories or giving an opinion.
* Represents people, places, or things through drawings, movement, and three-dimensional objects.
 | CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| **Standard 3.C:** Recognize multiple purposes and types of writing.Benchmark 3.C.ECa: Recognize writing can be used for a variety of purposes and that writing comes in different forms. | No comparable standard.  | CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. |
| **Standard 3.D:** Explore writing and conveying ideas using digital tools.Benchmark 3.D.ECa: Experiment with writing using digital tools, such as computers or ipads.  | No comparable standard.  | CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| **SUBDOMAIN(S)** |
| **Receptive Language** | **Receptive Language** |  | **Listening and Speaking** |
| **Standards and Benchmarks** |
| **Standard 4.A:** Demonstrate understanding through age-appropriate responses.Benchmark 4.A.ECa: Respond to directions with multiple steps.Benchmark 4.A.ECb: Show understanding by asking and answering relevant questions or adding comments relevant to the topic. | * Attends to language during conversations, songs, stories, or other learning experiences.
 | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).CC.K.SL.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  |
| **Standard 4.B:** Understand language and information presented in a variety of ways. Benchmark 4.B.ECa: Comprehend different forms of language that use varied grammatical structures.Benchmark 4.B.ECb: Comprehend increasingly complex and varied vocabulary.Benchmark 4.B.ECc: Understand information communicated in a variety of ways. | * Comprehends increasingly complex and varied vocabulary.
* Comprehends different forms of language, such as questions or exclamations.
* Comprehends different grammatical structures or rules for using language.
 | No comparable standard.  |
| **SUBDOMAIN(S)** |
| **Expressive Language** | **Expressive Language** | **Speaking and Listening** |
| **Standards and Benchmarks** |
| **Standard 5.A:** Communicate effectively using language appropriate to the situation and audience.Benchmark 5.A.ECa: Demonstrate the ability to express ideas using a variety of media.Benchmark 5.A.ECb: Use language for a variety of purposes.Benchmark 5.A.ECc: Speak in a way that is understood by both a familiar and an unfamiliar peer or adult. | * Engages in communication and conversation with others.
* Uses language to express ideas and needs.
* Engages in storytelling.
* Engages in conversations with peers and adults.
 | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).CC.K.SL.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.CC.K.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.  |
| **Standard 5.B:** Demonstrate increasingly complex and varied use of language.Benchmark 5.B.ECa: Use increasingly complex phrases, sentences and vocabulary. | * Uses increasingly complex and varied vocabulary.
* Uses different forms of language.
* Uses different grammatical structures for a variety of purposes.
 | CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.CC.K.L.4.a Vocabulary Acquisition and Use: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).CC.K.L.4.b Vocabulary Acquisition and Use: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.CC.K.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings. |

# Mathematics

| **Illinois Early Learning Standards - *Revised*** | **Head Start** | **Illinois Kindergarten Learning Standards** | **Common Core State Standards (K)** |
| --- | --- | --- | --- |
| **DOMAIN** |
| **Mathematics** | **Mathematics Knowledge and Skills** | **Mathematics** | **Mathematics** |
| **SUBDOMAIN(S)** |
| **Number and Operations** | **Number Concepts and Quantity** | **Counting and Cardinality****Operations and Algebraic Thinking** |
| **Standards and Benchmarks** |
| **Standard 6.A:** Demonstrate beginning understanding of number, number names and numerals.Benchmark 6.A.ECa: Explore quantity and number.Benchmark 6.A.ECb: Count with understanding and recognize “how many” in sets of three to five objects. Benchmark 6.A.ECc: Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.Benchmark 6.A.ECd: Recognize and describe the concept of zero.Benchmark 6.A.ECe: Connect numbers to quantities they represent using physical models and representations.Benchmark 6.A.ECf: Recognize written numerals and differentiates numerals from letters. Benchmark 6.A.ECg: Verbally recite numbers from 0 – 10. | * Recognizes numbers and quantities in the everyday environment.
* Recites numbers in the correct order and understands that numbers come “before” or “after” one another.
* Associates quantities and the names of numbers with written numerals.
* Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.
* Uses the number name of the last object counted to represent the number of objects in the set.
 | **Counting and Cardinality****K.CC.1** Count to 100 by ones and by tens. **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **K.CC.7** Compare two numbers between 1 and 10 presented as written numerals.  |
| **Standard 6.B:** Begin to add and subtract to create new numbers.Benchmark 6.B.ECa: Show understanding of how to count and construct sets (5-10 objects).Benchmark 6.B.ECb: Recognize that numbers (or sets of objects) can be combined or separated to make another number.Benchmark 6.B.ECc: Identify the new number created when numbers are combined or separated. Benchmark 6.B.ECd: Solve simple mathematical problems. | * Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.
* Identifies the new number created when numbers are combined or separated.
 | **Operations and Algebraic Thinking****K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **K.OA.5** Fluently add and subtract within 5.  |
| **Standard 6.C:** Begin to make reasonable estimates of numbers.Benchmark 6.C.ECa: Estimate number of objects in a set. | No comparable standard.  | No comparable standard.  |
| **Standard 6.D:** Compare quantities using appropriate vocabulary terms.Benchmark 6.D.ECa: Make comparisons of quantities.Benchmark 6.D.ECb: Describe the comparison with appropriate vocabulary terms, such as more, less, greater than, fewer, or equal to. | * Uses a range of strategies, such as counting, subitizing or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.
 | **K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. |
| **SUBDOMAIN(S)** |
| **Measurement** | **Measurement and Comparison** | Measurement and Data |
| Standards and Benchmarks |
| **Standard 7.A:** Measure and compare objects and quantities using standard and non-standard instruments and methods.Benchmark 7.A.ECa: Order, compare and describe objects according to a single attribute.Benchmark 7.A.ECb: Use standard and non-standard methods to measure objects and quantity.Benchmark 7.A.ECc: Use vocabulary that describes length, height, weight and size.Benchmark 7.A.ECd: Begin to construct a sense of time through participation in daily activities. | * Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).
* Orders objects by size or length.
* Uses nonstandard and standard techniques and tools to measure and compare.
 | **K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.  |
| **Standard 7.B:** Begin to make estimates of measurements.Benchmark 7.B.ECa: Practice estimating in everyday play and in solving everyday measurement problems. | No comparable standard.  | No comparable standard.  |
| **Standard 7.C:** Explore tools used for measurement.Benchmark 7.C.ECa: Practice using standard and non-standard instruments and tools to measure objects and quantities. | No comparable standard.  | No comparable standard.  |
| **SUBDOMAIN(S)** |
| **Attributes and Patterns** | **Patterns** | **Measurement and Data** |
| **Standards and Benchmarks** |
| **Standard 8.A:** Explore objects and patterns.Benchmark 8.A.ECa: Sort, order, compare and describe objects according to characteristics or attribute(s).Benchmark 8.A.ECb: Recognize, duplicate, create and extend simple patterns in various formats. | * Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape or size.
* Recognizes, duplicates, and extends simple patterns.
* Creates patterns through the repetition of a unit.
* Classifies, compares, and contrasts objects, events, and experiences.
 | **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.  |
| **Standard 8.B:** Describe and document patterns using symbols.Benchmark 8.B.ECa: Recreate patterns of objects on paper, using symbols to represent objects, with adult help if needed. | No comparable standard.  | No comparable standard.  |
| **Standard 8.C:** Covered in Standard 6.B |  |  |
| **SUBDOMAIN(S)** |
| **Geometry and Spatial Relations** | **Geometry and Spatial Sense** | **Geometry** |
| **Standards and Benchmarks** |
| **Standard 9.A:** Recognize, name and replicate common shapes.Benchmark 9.A.ECa: Recognize and name common shapes, and describe some of their attributes.Benchmark 9.A.ECb: Replicate simple two-dimensional shapes. | * Recognizes and names common shapes, their parts, and attributes.
* Combines and separates shapes to make other shapes.
* Compares objects in size and shape.
 | **K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. **K.G.2** Correctly name shapes regardless of their orientations or overall size. **K.G.3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). **K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). **K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **K.G.6** Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”  |
| **Standard 9.B:** Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.Benchmark 9.B.ECa: Show understanding of location and ordinal position.Benchmark 9.B.ECb: Use appropriate vocabulary for identifying location and ordinal position. | * Understands directionality, order and position of objects, such as up, down, in front, behind.
 | **K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to. |
| **SUBDOMAIN(S)** |
| **Predicting and Analyzing Information** | **No comparable subdomain or standards** | **No comparable subdomain or standards** |
|  |
| **Standard 10.A:** Organize and describe data and information.Benchmark 10.A.ECa:Organize, represent and analyze information using concrete objects, pictures, and graphs, with teacher support.Benchmark 10.A.ECb:Make predictions about what will happen next. |  |  |
| **Standard 10.B:** Gather information to answer questions.Benchmark 10.B.ECa: Gather data about themselves and their surroundings. |  |  |

# Science

| **Illinois Early Learning Standards - *Revised*** | **Head Start** | **Illinois Kindergarten Learning Standards** | **Common Core State Standards (K)** |
| --- | --- | --- | --- |
| **DOMAIN** |
| **Science** | **Science Knowledge and Skills** | **Science** | **N/A** |
| **SUBDOMAIN(S)** |
| **Curiosity and Inquiry** | **Scientific Skills & Method** | **Inquiry and Design** |  |
| **Standards and Benchmarks** |
| **Standard 11.A:** Develop skills to observe, collect information, ask questions, predict, explain and draw conclusions. Benchmark 11.A.ECa: Use senses to explore and observe materials, change, processes, relationships and natural phenomena.Benchmark 11.A.ECb: Make predictions based on observations and manipulation of things and events in the environment**.**Benchmark 11.A.ECc: Collect, describe, compare and record information.Benchmark 11.A.ECd: Test predictions through exploration and experimentation**.**Benchmark 11.A.ECe: Generate explanations and communicate conclusions regarding their experiments and explorations.Benchmark 11.A.ECf: Express wonder and ask questions about their world. | * Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.
* Observes and discusses common properties, differences and comparisons among objects.
* Participates in simple investigations to form hypotheses, gather observations, draw conclusions and form generalizations.
* Collects, describes, and records information through discussions, drawings, maps and charts.
* Describes and discusses predictions, explanations and generalizations based on past experience.
* Seeks multiple solutions to a question, task, or problem.
* Recognizes cause and effect relationships.
 | **Standard 11.A:** Know and apply the concepts, principles and processes of scien­tific inquiry.Benchmark 11.A.ECa: Use senses to explore and observe materials.Benchmark 11.A.ECb: Begin to develop questions on scientific topics, such as natural phenomena.Benchmark 11.A.ECc: Seek information through observation, exploration and investigations.Benchmark 11.A.ECd: Collect, describe, compare and record information. |  |
| **Standard 11.B:** Use tools and technology to assist in scientific inquiry. Benchmark 11.B.ECa: Use scientific tools for investigation.Benchmark 11.B.ECb: Become familiar with technological tools that can aid in scientific inquiry. | * Uses senses and tools, including technology, to gather information, investigate materials and observe processes and relationships.
 | **Standard 11.B:** Know and apply the concepts, principles and processes of tech­nological design.Benchmark 11.B.ECa: Use simple tools and equipment to enhance observation and gather data.Benchmark 11.B.ECb: Become familiar with the use of devices incorporating technology. |  |
| **SUBDOMAIN(S)** |
| **Exploring Science Concepts** | **Conceptual Knowledge Of The Natural & Physical World****Self, Family and Community (Social Studies Domain)** | **Concepts and Principles** |  |
| Standards and Benchmarks |
| **Standard 12.A:** Understand that living things grow and change.Benchmark 12.A.ECa: Observe, investigate, describe and categorize living things.Benchmark 12.A.ECb : Show an awareness of changes that occur in oneself and the environment. | * Observes, describes and discusses living things and natural processes.
 | **Standard 12.A:** Know and apply concepts that explain how living things func­tion, adapt and change.Benchmark 12.A.ECa: Observe, categorize and describe characteristics, basic needs and life cycles.Benchmark 12.A.ECb: Show an awareness of changes that occur in themselves and their environment. |  |
| **Standard 12.B**: Understand that living things rely on the environment and/or others to live and grow.Benchmark 12.B.ECa: Describe and compare basic needs of living things. | * Observes, describes and discusses living things and natural processes.
 | **Standard 12.B**: Know and apply concepts that describe how living things interact with each other and with their environ­ment.Benchmark 12.B.ECa: Describe and compare basic needs of living things. |  |
| **Standard 12.C:** Explore the physical properties of objects.Benchmark 12.C.ECa: Identify, describe and compare the physical properties of objects.Benchmark 12.C.ECb: Experiment with changes in matter when combined with other substances. | * Observes, describes and discusses properties of materials and transformation of substances.
 | **Standard 12.C:** Know and apply concepts that describe properties of matter and energy and the interactions between them.Benchmark 12.C.ECa: Identify, describe and compare properties of objects (e.g., size, shape and color). |  |
| **Standard 12.D:** Explore concepts of force and motion.Benchmark 12.D.ECa: Describe the effects of some forces in nature.Benchmark 12.D.ECb: Describe the effect of force on objects in and outside the classroom. | No comparable standards. | **Standard 12.D:** Know and apply concepts that describe force and motion and the principles that explain them.Benchmark 12.D.ECa: Describe the effects of forces in nature. |  |
| **Standard 12.E:** Explore concepts and information related to the Earth, including ways to take care of our planet.Benchmark 12.E.ECa: Observe and describe characteristics of earth, water and air.Benchmark 12.E.ECb: Participate in discussions about simple ways to take care of the environment. | * Recognizes that people share the environment with other people, animals and plants.
* Understands that people can take care of the environment through activities, such as recycling.
 | **Standard 12.E:** Know and apply concepts that describe the features and processes of the Earth and its resources.Benchmark 12.E.ECa: Begin to observe and describe simple seasonal and weather changes by using common weather-related vocabulary (e.g., rainy, snowy, sunny and windy).Benchmark 12.E.ECb: Understand the purpose of recycling. Benchmark 12.E.ECc: Explore and describe properties of rocks, soils, water and air. |  |
| **Standard 12.F:** Explore changes related to the weather and seasons.Benchmark 12.F.ECa: Observe and discuss changes in weather and seasons using common vocabulary. | No comparable standards. | **Standard 12.F:** Know and apply concepts that explain the composition and struc­ture of the universe and Earth’s place in it.Benchmark 12.F.ECa: Identify basic concepts associated with night/day and seasons. |  |
| **SUBDOMAIN(S)** |
| **Safety Practices in Scientific Exploration** | **No Comparable Subdomain** | **Science, Technology and Society** |  |
| **Standards and Benchmarks** |
| **Standard 13.A:** Understand rules to follow when investigating and exploring.Benchmark 13.A.ECa: Begin to understand basic safety practices one must follow when exploring and engaging in scientific inquiry. | No comparable standards.  | **Standard 13.A:** Know and apply the accepted practices of science.Benchmark 13.A.ECa: Begin to understand basic safety practices.Benchmark 13.A.ECb: Use observation skills to learn to document changes in science. |  |
| No comparable standards.  | No comparable standards.  | **Standard 13.B:**  Know and apply concepts that describe the interaction between science, technology and society.Benchmark 13.B.ECa: Express curiosity and ask questions about their world.Benchmark 13.B.ECb: Recognize common scientific instruments. Benchmark 13.B.ECc: Form explanations and communicate scientific information. Benchmark 13.B.ECd: Begin to be aware of technology and how it affects their lives. Benchmark 13.B.ECe: Begin to understand ways to reduce, reuse and recycle materials. |  |

# Social Studies

| **Illinois Early Learning Standards - *Revised*** | **Head Start** | **Illinois Kindergarten Learning Standards** | **Common Core State Standards (K)** |
| --- | --- | --- | --- |
| **DOMAIN** |
| **Social Studies** | **Social Studies Knowledge & Skills** | **Social Science** | **N/A** |
| **SUBDOMAIN(S)** |
| **Citizenship** | **Self, Family and Community** | **Political Systems** |  |
| **Standards and Benchmarks** |
| **Standard 14.A:** Understand what it means to be a member of a group and community.Benchmark 14.A.ECa:Recognize the reasons for rules in the home and classroom and for laws in the community.Benchmark 14.A.ECb:Contribute to the well-being of one's classroom, school and community. | * Understands the reasons for rules in the home and classroom and for laws in the community
 | **Standard 14.A:** Understand and explain basic principles of the United States government.Benchmark 14.A.ECa: Recognize and demonstrate the reasons for rules.Benchmark 14.A.ECb: Demonstrate beginning awareness of city/town, state and country. |  |
| **Standard 14.C:** Understand ways groups make choices and decisions.Benchmark 14.C.ECa: Participate in voting as a way of making choices. |  | **Standard 14.C:** Understand election processes and responsibilities of citizens.Benchmark 14.C.ECa: Participate in voting as a way of making choices. |  |
| **Standard 14.D:** Understand the role that individuals can play in a group or community.Benchmark 14.D.ECa: Develop an awareness of what it means to be a leader. | No comparable standard.  | **Standard 14.D:** Understand the roles and influ­ences of individuals and interest groups in the political systems of Illinois, the United States and other nations.Benchmark 14.D.ECa: Show beginning understanding of what it means to be a leader.Benchmark 14.D.ECb: Develop an awareness of roles of leaders in their environment. |  |
| **SUBDOMAIN(S)** |
| **Economic Systems and Human Interdependence** | **Self, Family and Community** | **Economic Systems** |  |
| Standards and Benchmarks |
| **Standard 15.A:** Explore roles in the economic system and workforce.Benchmark 15.A.ECa: Describe some people’s jobs and what is needed to perform those jobs.Benchmark 15.A.ECb: Discuss why people work.  | * Recognizes a variety of jobs and the work associated with them.
 | **Standard 15.A:** Understand how different eco­nomic systems operate in the exchange, production, distribution and consumption of goods and services.Benchmark 15.A.ECa: Identify community workers and the services they provide.Benchmark 15.A.ECb: Describe some people’s jobs and what is required to perform them. |  |
| **Standard 15.B:** Explore issues of limited resources in the classroom and world.Benchmark 15.B.ECa: Understand that some resources and money are limited. | No comparable standard.  | **Standard 15.B:** Understand that scarcity necessitates choices by consumers.Benchmark 15.B.ECa: Become aware of the difference between needs and wants. |  |
| **Standard 15.D:** Explore concepts about trade as an exchange of goods or services.Benchmark 15.D.ECa: Begin to understand the use of trade or money to obtain goods and services. | No comparable standard.  | **Standard 15.D:** Understand trade as an exchange of goods or services.Benchmark 15.D.ECa: Begin to understand the use of trade or money to obtain goods and services.Benchmark 15.D.ECb: Begin to understand how people rely on others for goods and services. |  |
| **SUBDOMAIN(S)** |
| **Individual History** | **History and Events** | **History** |  |
| **Standards and Benchmarks** |
| **Standard 16.A:** Explore his or her self and his or her history.Benchmark 16.A.ECa: Recall information about the immediate past.Benchmark 16.A.ECb: Develop a basic awareness of self as an individual. | * Differentiates between past, present and future.
* Recognizes events that happened in the past, such as family or personal history.
* Understands how people live and what they do changes over time.
 | **Standard 16.A:** Apply the skills of historical analysis and interpretation.Benchmark 16.A.ECa: Recall information about the immediate past.Benchmark 16.A.ECb: Show some awareness of time and how the past influ­ences people’s lives.Benchmark 16.A.ECc: Become aware of how people in different places have different experiences. |  |
| No comparable standard.  | No comparable standard.  | **Standard 16.B:** Understand the development of significant political events.Benchmark 16.B.ECa: Become aware of local and national holidays (e.g., Martin Luther King, Jr. Day, Veteran’s Day, and 4th of July). |  |
| **SUBDOMAIN(S)** |
| **Geography** | **Self, Family and Community** | **Geography** |  |
| **Standards and Benchmarks** |
| **Standard 17.A:** Explore environments and where people live.Benchmark 17.A.ECa: Locate objects and places in familiar environments.Benchmark 17.A.ECb: Express beginning geographic thinking. | * Describes or draws aspects of the geography of the classroom, home and community.
* Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water or land formations.
 | **Standard 17.A:** Locate, describe and explain places, regions and features on the Earth.Benchmark 17.A.ECa: Locate objects and places in the community.Benchmark 17.A.ECb: Express beginning geographic thinking (e.g., maps or models).Benchmark 17.A.ECc: Show beginning awareness of the relationships between people and where they live. |  |
| No comparable standard.  | No comparable standard.  | **Standard 17.C:** Understand relationships between geographic factors and society.Benchmark 17.C.ECa: Begin to develop an awareness of ways people depend on and interact with the environment (e.g., fishing, farming and industry). |  |
| No comparable standard.  | No comparable standard.  | **Standard 17.D:** Understand the historical significance of geography.Benchmark 17.D.ECa: Explore differences between urban and rural. |  |
| **SUBDOMAIN(S)** |
| **People and Families** | **Self, Family and Community**  | **Social Systems** |  |
| **Standards and Benchmarks** |
| **Standard 18.A:** Explore people, their similarities, and their differences. Benchmark 18.A.ECa: Recognize similarities and differences in people. | * Identifies personal and family structure.
* Understands similarities and respects differences among people.
 | **Standard 18.A:** Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.Benchmark 18.A.ECa: Identify similarities and differences in people’s characteristics, habits and living patterns. |  |
| **Standard 18.B:** Develop an awareness of self within the context of family.Benchmark 18.B.ECa: Understand that each of us belongs to a family and recognize that families vary. | * Identifies personal and family structure.
 | **Standard 18.B:** Understand the roles and interactions of individuals and groups in society.Benchmark 18.B.ECa: Understand that each of us belong to a family and recognize that families vary. |  |

# Physical Development and Health

| **Illinois Early Learning Standards - *Revised*** | **Head Start** | **Illinois Kindergarten Learning Standards** | **Common Core State Standards (K)** |
| --- | --- | --- | --- |
| **DOMAIN** |
| **Physical Development and Health** | **Physical Development and Health** | **Physical Development and Health** | **N/A** |
| **SUBDOMAIN(S)** |
| **Movement, including Gross and Fine Motor** | **Gross Motor Skills****Fine Motor Skills** | **Movement, including Gross and Fine Motor** |  |
| **Standards and Benchmarks** |
| **Standard 19.A:** Demonstrate physical competency and control of large and small muscles.Benchmark 19.A.ECa: Engage in active play using gross and fine motor skills.Benchmark 19.A.ECb: Move with balance and control in a range of physical activities. Benchmark 19.A.ECc: Use strength and control to accomplish tasks. Benchmark 19.A.ECd: Use eye-hand coordination to perform tasks.Benchmark 19.A.ECe: Use writing and drawing tools with some control. | * Participates in structured and unstructured physical activities.
* Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing and hopping.
* Develops hand strength and dexterity.
* Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.
* Manipulates a range of objects, such as blocks or books.
* Manipulates writing, drawing and art tools.
 | **Standard 19.A:** Demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.Benchmark 19.A.ECa: Engage in active play using gross and fine motor skills.Benchmark 19.A.ECb: Move with balance and control.Benchmark 19.A.ECc: Use strength and control to effectively accomplish tasks. Benchmark 19.A.ECd: Use eye-hand coordination to perform tasks.Benchmark 19.A.ECe: Use writing and drawing tools with some control. |  |
| **Standard 19.B:** Demonstrate awareness and coordination of body movements.Benchmark 19.B.ECa: Coordinate movements to perform complex tasks.Benchmark 19.B.ECb: Demonstrate body awareness when moving in different spaces.Benchmark 19.B.ECc: Combine large motor movements with and without the use of equipment. | * Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.
* Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls and riding a tricycle.
 | **Standard 19.B:** Analyze various movement concepts and applications.Benchmark 19.B.ECa: Coordinate movements to perform complex tasks. |  |
| **Standard 19.C:**  Demonstrate knowledge of rules, safety and strategies during physical activity.Benchmark 19.C.ECa: Follow simple safety rules while participating in activities. | * Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
 | **Standard 19.C:**  Demonstrate knowledge of rules and safety during physical activity.Benchmark 19.C.ECa: Show understanding and follow simple health and safety rules.  |  |
| **SUBDOMAIN(S)** |
| **Physical Fitness** | **Physical Health Status** | **Physical Fitness** |  |
| Standards and Benchmarks |
| **Standard 20.A:** Achieve and maintain a health-enhancing level of physical fitness.Benchmark 20.A.ECa: Participate in activities to enhance physical fitness.Benchmark 20.A.ECb: Exhibit increased endurance. | * Gets sufficient rest and exercise to support healthy development.
 | **Standard 20.A:** Know and apply the principles and components of health-related fitness.Benchmark 20.A.ECa: Understand the importance of physical fitness. |  |
| No comparable standard.  | No comparable standard.  | **Standard 20.B:** Assess individual fitness levels.Benchmark 20.B.ECa: Develop increased endurance. |  |
| No comparable standard.  | No comparable standard.  | **Standard 20.C:** Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.Benchmark 20.C.ECa: Exhibit structured and unstructured physical activity daily.  |  |
| **SUBDOMAIN(S)** |
| **Group Activity** | **Health Knowledge and Practice** | **Group Activity** |  |
| **Standards and Benchmarks** |
| **Standard 21.A:** Demonstrate individual responsibility during group physical activities.Benchmark 21.A.ECa: Follow rules and procedures when participating in group physical activities.Benchmark 21.A.ECb: Follow directions, with occasional adult reminders, during group activities. | * Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
 | **Standard 21.A:** Demonstrate individual responsibility during group physical activities.Benchmark 21.A.ECa: Follow rules and procedures when participating in group physical activities.Benchmark 21.A.ECb: Follow directions with little or no reinforcement during periods of group activities.Benchmark 21.A.ECc: Work independently on a task for short periods of time. |  |
| **Standard 21.B:** Demonstrate cooperative skills during structured group physical activity.Benchmark 21.A.ECa: Demonstrate ability to cooperate with others during group physical activities. | No comparable standard.  | **Standard 21.B:** Demonstrate cooperative skills during structured group physical activity.Benchmark 21.A.ECa: Demonstrate ability to cooperate with others during group physical activities. |  |
| **SUBDOMAIN(S)** |
| **Healthy Living** | **Health Knowledge and Practice** | **Healthy Living** |  |
| **Standards and Benchmarks** |
| **Standard 22.A:** Explain the basic principles of health promotion, illness prevention and safety.Benchmark 22.A.ECa: Identify simple practices that promote healthy living and prevent illness.Benchmark 22.A.ECb: Demonstrate personal care and hygiene skills, with adult reminders.Benchmark 22.A.ECc: Identify and follow basic safety rules. | * Communicates an understanding of the importance of health and safety routines and rules.
* Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.
* Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
* Recognizes the importance of doctor and dentist visits.
* Cooperates during doctor and dentist visits and health and developmental screenings.
 | **Standard 22.A:** Explain the basic principles of health promotion, illness prevention and safety.Benchmark 22.A.ECa: Participate in simple practices that promote healthy living and safety and prevent illness. **Standard 23.B:** Identify ways to keep the body healthy.Benchmark 23.B.ECa: Perform self-care tasks. |  |
| No comparable standard.  | No comparable standard.  | **Standard 22.B:** Describe and explain the factors that influence health among individuals, groups and communities. Benchmark 22.B.ECa: Encourage others in making positive health choices (e.g., eating, cleanliness and health practices). |  |
| No comparable standard.  | No comparable standard.  | **Standard 22.B:** Explain how the environment can affect health.Benchmark 22.B.ECa: Begin awareness of cause of environmental health risks (e.g., air, water and sun). |  |
| **SUBDOMAIN(S)** |
| **Human Body and Growth** | **Health Knowledge and Practice** | **Human Body and Growth** |  |
|  |
| **Standard 23.A:** Describe and explain the structure and functions of human body systems and how they interrelate.Benchmark 23.A.ECa: Identify body parts and their functions. | **No comparable standards.** | **Standard 23.A:** Describe and explain the structure and functions of human body systems and how they interrelate.Benchmark 23.A.ECa: Identify body parts. |  |
| **Standard 23.B:** Identify ways to keep the body healthy.Benchmark 23.B.ECa: Identify examples of healthy habits.Benchmark 23.B.ECb: Identify healthy and non-healthy foods and explain the effect of these foods on the body. | * Distinguishes food on a continuum from most healthy to less healthy.
* Eats a variety of nutritious foods.
 | **Standard 23.B:** Identify ways to keep the body healthy.**Standard 23.C:** Describe factors that affect growth and development.Benchmark 23.C.ECb: Identify examples of good nutrition and importance for good health. |  |
| No comparable standard.  | No comparable standard.  | **Standard 23.C:** Describe factors that affect growth and development.Benchmark 23.C.ECa: Recognize that people grow and change. |  |
| **SUBDOMAIN(S)** |
| **Healthy Communication and Decision-Making** | **Health Knowledge and Practice** | **Healthy Communication and Decision-Making** |  |
| **Standards and Benchmarks** |
| **Standard 24.A:** Covered in Social/Emotional Development, 32.D |  | **Standard 24.A:** Demonstrate procedures for communication in positive ways, resolving differences and preventing conflict.Benchmark 24.A.ECa: Use appropriate communication skills when expressing needs, wants, and feelings. Benchmark 24.A.ECa: Use socially acceptable ways to resolve conflict. |  |
| No comparable standard.  | No comparable standard.  | **Standard 24.B:** Apply decision-making skills related to the protection and promotion of individual health.Benchmark 24.B.ECa: Explore choices that can affect health (e.g., brushing teeth, washing hands and nutrition). |  |
| **Standard 24.C:** Demonstrate skills essential to enhancing health and avoiding dangerous situations.Benchmark 24.C.ECa: Participate in activities to learn to avoid dangerous situations. | * Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
 | **Standard 24.C:** Demonstrate skills essential to enhancing health and avoiding dangerous situations.Benchmark 24.C.ECa: Learn to avoid dangerous situations. |  |
| **SUBDOMAIN(S)** |
| **No comparable subdomain or standards** | **Physical Health Status** | **No comparable subdomain or standards** |  |
| **Standards and Benchmarks** |
|  | * Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.
* Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.
* Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.
* Gets sufficient rest and exercise to support healthy development.
 |  |  |

# The Arts

| **Illinois Early Learning Standards - *Revised*** | **Head Start** | **Illinois Kindergarten Learning Standards** | **Common Core State Standards (K)** |
| --- | --- | --- | --- |
| **DOMAIN** |
| **The Arts** | **Creative Arts Expression** | **Fine Arts** | **N/A** |
| **SUBDOMAIN(S)** |
| **Explore and Respond** | **Music****Creative Movement and Dance****Art****Drama** | **Language Of The Arts** |  |
| **Standards and Benchmarks** |
| **Standard 25.A:** Investigate, explore and participate in the arts.Benchmark 25.A.ECa: Movement and Dance: Investigate, explore and participate in dance and creative movement activities.Benchmark 25.A.ECb: Drama: Investigate, explore and participate in dramatic activities.Benchmark 25.A.ECc: Music: Investigate, explore and participate in music activities.Benchmark 25.A.ECd: Visual Arts: Investigate, explore and participate in activities using visual arts materials.  | * Moves to different patterns of beat and rhythm in music.
* Expresses what is felt and heard in various musical tempos and styles.
* Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.
* Engages in pretend play and acts out roles.
* Participates in music activities, such as listening, singing or performing.
* Experiments with musical instruments.
* Uses different materials and techniques to make art creations.
 | **Standard 25.A:** Understand the sensory elements, organizational principles and expressive qualities of the arts.Benchmark 25.A.ECa: Dance: Investigate and explore the elements of dance.Benchmark 25.A.ECb: Drama: Investigate the elements of drama. Benchmark 25.A.ECc: Music: Investigate the elements of music.Benchmark 25.A.ECd: Visual Arts: Investigate and explore the elements of visual arts.**Standard 26.A:** Understand the sensory elements, organizational principles and expressive qualities of the arts.Benchmark 26.A.ECa: Dance: Participate in dance and creative movement activities.Benchmark 26.A.ECb: Participate in drama activities.Benchmark 26.A.ECc: Participate in music activities by identifying a variety of sounds and sound sources (e.g., instrumental, voices and environmental sounds).Benchmark 26.A.ECd: Participate in the visual arts. Identify media and tools used in painting, drawing and constructing.**Standard 26.B:** Apply skills and knowledge neces­sary to create and perform in one or more of the arts.Benchmark 26.B.ECa: Create or perform story elements and characterizations.Benchmark 26.B.ECb: Listen to, sing or play a variety of music representing diverse cultures and styles. |  |
| **Standard 25.B:** Display an awareness of some distinct characteristics of the arts.Benchmark 25.B.ECa: Describe or respond to own creative work or the creative work of others. | * Discusses one’s own artistic creations and those of others.
 | **Standard 25.B:** Understand the similarities, distinctions and connections in and among the arts.Benchmark 25.B.ECa: Describe or respond to own creative work or the creative work of others.Benchmark 25.B.ECb: Respond to artistic creations or events. |  |
| **SUBDOMAIN(S)** |
| **Self-Expression** | **Music****Creative Movement and Dance****Art****Drama** | **Creating and Performing** |  |
| Standards and Benchmarks |
| **Standard 26.B:** Understand ways to express meaning through the Arts.Benchmark 26.B.ECa: Use creative arts as an avenue for self-expression. | * Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.
* Expresses what is felt and heard in various musical tempos and styles.
* Uses creative movement to express concepts, ideas, or feelings.
* Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.
 | Benchmark 26.B.ECc: Use a variety of materials to explore and express ideas |  |

# Social/Emotional Learning

| **Illinois Early Learning Standards - *Revised*** | **Head Start** | **Illinois Kindergarten Learning Standards** | **Common Core State Standards (K)** |
| --- | --- | --- | --- |
| **DOMAIN** |
| **Social/Emotional Learning** | **Social and Emotional Development****Approaches to Learning** | **Social/Emotional Learning** | **N/A** |
| **SUBDOMAIN(S)** |
| **Self-Awareness** | **Self-concept and Self-efficacy****Emotional and Behavioral Health****Initiative and Curiosity****Persistence and Attentiveness****Cooperation** | **Self-Awareness** |  |
| **Standards and Benchmarks** |
| **Standard 31.A:** Identify and manage one's emotions and behavior.Benchmark 31.A.ECa: Recognize and label basic emotions.Benchmark 31.A.ECb: Use appropriate communication skills when expressing needs, wants and feelings.Benchmark 31.A.ECc: Express feelings that are appropriate to the situation.Benchmark 31.A.ECd: Begin to understand and follow rules.Benchmark 31.A.ECe: Use materials with purpose, safety and respect.Benchmark 31.A.ECf: Begin to understand the consequences of his or her behavior. | * Recognizes and labels emotions.
* Handles impulses and behavior with minimal direction from adults.
* Follows simple rules, routines and directions.
* Shifts attention between tasks and moves through transitions with minimal direction from adults.
* Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear.
* Refrains from disruptive, aggressive, angry or defiant behaviors.
* Adapts to new environments with appropriate emotions and behaviors.
 | **Standard 31.A:** Identify and manage one's emotions and behavior.Benchmark 31.A.ECa: Recognize emotions and how they are linked to behavior.Benchmark 31.A.ECb: Express frustration and anger effectively and without harming others, self, or property.Benchmark 31.A.ECc: Demonstrate control of impulsive behavior. |  |
| **Standard 31.B:** Recognize own uniqueness and personal qualities.Benchmark 31.B.ECa: Describe self using several basic characteristics.Benchmark 31.B.ECb: Recognize self as unique individual, having his or her own abilities, characteristics, feelings, thoughts, interests and preferences.Benchmark 31.B.ECc: Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. | * Identifies personal characteristics, preferences, thoughts and feelings.
* Demonstrates age-appropriate independence in a range of activities, routines and tasks.
* Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.
 | **Standard 31.B:** Recognize personal qualities and external supports.Benchmark 31.B.ECa: Identify and express one’s likes and dislikes, needs and wants, strengths and challenges.Benchmark 31.B.ECb: Use simple strategies to gain assistance. |  |
| **Standard 31.C:** Demonstrate skills related to successful personal and school outcomes.Benchmark 31.C.ECa: Exhibit eagerness and curiosity as a learner.Benchmark 31.C.ECb: Demonstrate persistence and creativity in seeking solutions to problems.Benchmark 31.C.ECc: Show some initiative, self- direction and independence in actions.Benchmark 31.C.ECd: Demonstrate engagement and sustained attention in activities. | * Demonstrates age-appropriate independence in decision making regarding activities and materials.
* Demonstrates flexibility, imagination and inventiveness in approaching tasks and activities.
* Demonstrates eagerness to learn about and discuss a range of topics, ideas and tasks.
* Asks questions and seeks new information.
* Maintains interest in a project or activity until completed.
* Sets goals and develops and follows through on plans.
* Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.
 | **Standard 31.C:** Demonstrate skills related to achieving personal and academic goals.Benchmark 31.C.ECa: See one’s self as a learner.Benchmark 31.C.ECb: Analyze why one achieved or did not achieve a goal. |  |
| **SUBDOMAIN(S)** |
| **Social Awareness and Interaction** | **Social Relationships** | **Social Awareness** |  |
| Standards and Benchmarks |
| **Standard 32.A:** Develop positive relationships with peers and adults.Benchmark 32.A.ECa: Show empathy, sympathy and caring for others.Benchmark 32.A.ECb: Recognize the feelings and perspectives of others.Benchmark 32.A.ECc: Interact easily with familiar adults.Benchmark 32.A.ECd: Demonstrate attachment to familiar adults.Benchmark 32.A.ECe: Develop positive relationships with peers. | * Expresses empathy and sympathy to peers.
* Recognizes and labels others’ emotions.
* Communicates with familiar adults and accepts or requests guidance.
* Develops friendships with peers.
* Establishes secure relationships with adults.
* Recognizes how actions affect others and accepts consequences of one’s actions.
 | **Standard 32.A: —** Recognize the feelings and perspectives of others.Benchmark 32.A.ECa: Learn to identify the feelings and perspectives of others.Benchmark 32.A.ECb: Use observational and listening skills to identify the feelings and perspectives of others.Benchmark 32.A.ECc: Have positive relationships with one or two peers, and show the capacity to care about them.Benchmark 32.A.ECd: Display the capacity for humor. |  |
| **Standard 32.B:** Recognize and appreciate individual and group similarities and differences.Benchmark 32.B.ECa: Describe ways that people are similar and different.Benchmark 32.B.ECb: Describe positive qualities in others. | * Understands similarities and respects differences among people. (*Domain: Social Studies, Subdomain: Self, Family and Community)*
 | **Standard 32.B:** Recognize individual and group similarities and differences.Benchmark 32.B.ECa: Describe ways that people are similar and different.Benchmark 32.B.ECb: Describe positive qualities in others.Benchmark 32.B.ECc: Accept and interact with peers and adults of ethnic groups other than own. |  |
| **Standard 32.C:** Use communication and social skills to interact effectively with others.Benchmark 32.C.ECa: Communicate and interact verbally and nonverbally with other children.Benchmark 32.C.ECb: Engage in cooperative group play.Benchmark 32.C.ECc: Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns. | * Cooperates with others.
* Uses socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.
* Plans, initiates and completes learning activities with peers.
* Joins in cooperative play with others and invites others to play.
* Models or teaches peers.
* Helps, shares and cooperates in a group.
 | **Standard 32.C:** Use communication and social skills to interact effectively with others.Benchmark 32.C.ECa: Identify ways to work and play well with others.Benchmark 32.C.ECb: Demonstrate appropriate social and classroom behavior.Benchmark 32.C.ECc: Show interest in others; exchange information with and request information from others appropriately. |  |
| **Standard 32.D:** Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.Benchmark 32.D.ECa: Begin to share materials and experiences and take turns.Benchmark 32.D.ECb: Solve simple conflicts with peers with independence, using gestures or words.Benchmark 32.D.ECc: Seek adult help when needed to resolve conflict. | * Resolves conflict with peers alone and/or with adult intervention as appropriate.
 | **Standard 32.D:** Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.Benchmark 32.D.ECa: Identify problems and conflicts commonly experienced by peers.Benchmark 32.D.ECb: Identify approaches to resolving conflicts constructively. Benchmark 32.D.ECc: Take turns fairly easily. |  |
| **SUBDOMAIN(S)** |
| **Decision-making** | **No Comparable Subdomain or Standard** | **Decision-making** |  |
| **Standards and Benchmarks** |
| **Standard 33.A:** Begin to consider ethical, safety and societal factors in making decisions.Benchmark 33.A.ECa: Participate in discussions about why rules exist.Benchmark 33.A.ECb: Follow rules and make good choices about behavior. | No comparable standard.  | **Standard 33.A:** Begin to consider ethical, safety and societal factors in making decisions.Benchmark 33.A.ECa: Identify social norms and safety considerations that guide behavior.Benchmark 33.A.ECb: Assert own rights and needs appropriately. |  |
| **Standard 33.B:** Apply decision-making skills to deal responsibly with daily academic and social situations.Benchmark 33.A.ECa: Participate in discussions about finding alternative solutions to problems. | No comparable standard.  | **Standard 33.B:** Apply decision-making skills to deal responsibly with daily academic and social situations.Benchmark 33.B.ECa: Identify a range of decisions that students make at school.Benchmark 33.B.ECb: Make positive choices when interacting with classmates. |  |
| ***See Social Studies Standard 14.A*** |  | **Standard 33.C:** Contribute to the well-being of one's school and community.Benchmark 33.C.ECa: Identify and perform roles that contribute positively to one’s classroom.Benchmark 33.C.ECb: Identify and perform roles that contribute to one’s family. |  |