

Alignment of the Illinois Early Learning Standards With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Illinois Early Learning Standards** (August 2004) correspond to items from HighScope's Preschool **Key Developmental Indicators (KDIs)** (March 2010).

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

Illinois Early Learning Standards

Key Developmental Indicators

<i>Language Arts</i>	
<p>State Goal 1: Read with understanding and fluency.</p> <p>Learning Standard A: Apply word analysis and vocabulary skills to comprehend selections.</p> <p>1.A.ECa Understand that pictures and symbols have meaning and that print carries a message.</p> <p>1.A.ECb Understand that reading progresses from left to right and top to bottom.</p> <p>1.A.ECc Identify labels and signs in the environment.</p> <p>1.A.ECd Identify some letters, including those in own name.</p> <p>1.A.ECe Make some letter-sound matches.</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information. 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p>
<p>Learning Standard B: Apply reading strategies to improve understanding and fluency.</p> <p>1.B.ECa Predict what will happen next using pictures and content for guides.</p> <p>1.B.EC.b Begin to develop phonological awareness by participating in rhyming activities.</p> <p>1.B.ECc Recognize separable and repeating sounds in spoken language.</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language.</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language.</p>
<p>Learning Standard C: Comprehend a broad range of reading materials.</p> <p>1.C.ECa Retell information from a story.</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>1.C.ECb Respond to simple questions about reading material.</p> <p>1.C.ECc Demonstrate understanding of literal meaning of stories by making comments.</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>
<p>State Goal 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>Learning Standard A: Understand how literacy elements and techniques are used to convey meaning.</p> <p>2.A.EC Understand that different text forms, such as magazines, notes, lists, letter, and story books, are used for different purposes.</p>	<p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p>
<p>Learning Standard B: Read and interpret a variety of literary works.</p> <p>2.B.EC Show independent interest in reading-related activities.</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>
<p>State Goal 3: Write to communicate for a variety of purposes.</p> <p>Learning Standard A: Use correct grammar, spelling, punctuation, capitalization and structure.</p> <p>3.A.EC Use scribbles, approximations of letters or known letters to represent written language.</p>	<p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds. 29. Writing: Children write for many different purposes.</p>
<p>Learning Standard C: Communicate ideas in writing to accomplish a variety of purposes.</p> <p>3.C.EC Use drawing and writing skills to convey meaning and information.</p>	<p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p>
<p>State Goal 4: Listen and speak effectively in a variety of situations.</p> <p>Learning Standard A: Listen effectively in formal and informal situations.</p> <p>4.A.EC Listen with understanding and respond to directions and conversations.</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>Learning Standard B: Speak effectively using language appropriate to the situation and audience.</p> <p>4.B.EC Communicate needs, ideas and thoughts.</p>	<p>D. Language, Literacy, and Communication</p> <p>22. Speaking: Children express themselves using language.</p>
<p>State Goal 5: Use the language arts to acquire, assess and communicate information.</p> <p>Learning Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</p> <p>5.A.EC Seek answers to questions through active exploration.</p>	<p>A. Approaches to Learning</p> <p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>D. Language, Literacy, and Communication</p> <p>21. Comprehension: Children understand language.</p>
<p>Learning Standard B: Analyze and evaluate information acquired from various sources.</p> <p>5.B.EC Relate prior knowledge to new information.</p>	<p>A. Approaches To Learning</p> <p>6. Reflection: Children reflect on their experiences.</p>
<p>Learning Standard C: Apply acquired information, concepts and ideas to communicate in a variety of formats.</p> <p>5.C.EC Communicate information with others.</p>	<p>D. Language, Literacy, and Communication</p> <p>21. Comprehension: Children understand language.</p>
<p>Mathematics</p> <p>State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</p> <p>Learning Standard A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.</p> <p>6.A.ECa Use concepts that include number recognition, counting and one-to-one correspondence.</p>	<p>E. Mathematics</p> <p>31. Number words and symbols: Children recognize and use number words and symbols.</p> <p>32. Counting: Children count things.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>6.A.ECb Count with understanding and recognize “how many” in sets of objects.</p>	<p>E. Mathematics 32. Counting: Children count things.</p>
<p>Learning Standard B: Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.</p> <p>6.B.EC Solve simple mathematical problems.</p>	<p>A. Approaches to Learning 4. Problem solving: Children solve problems encountered in play.</p> <p>E. Mathematics 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>
<p>Learning Standard C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</p> <p>6.C.ECa Explore quantity and number.</p> <p>6.A.ECb Connect numbers to quantities they represent using physical models and representations.</p>	<p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>
<p>Learning Standard D: Solve problems using comparison of quantities, ratios, proportions and percents.</p> <p>6.D.EC Make comparisons of quantities.</p>	<p>E. Mathematics 32. Counting: Children count things.</p>
<p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</p> <p>Learning Standard A: Measure and compare quantities using appropriate units, instruments and methods.</p> <p>7.A.ECa Demonstrate a beginning understanding of measurement using non-standard units and measurement words.</p> <p>7.A.ECb Construct a sense of time through participation in daily activities.</p>	<p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things. 37. Unit: Children understand and use the concept of unit.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>Learning Standard B: Estimate measurements and determine acceptable levels of accuracy.</p> <p>7.B.EC Show understanding of and use comparative words.</p>	<p>E. Mathematics</p> <p>36. Measuring: Children measure to describe, compare, and order things.</p>
<p>Learning Standard C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.</p> <p>7.C.EC Incorporate estimating and measuring activities into play.</p>	<p>E. Mathematics</p> <p>36. Measuring: Children measure to describe, compare, and order things.</p> <p>37. Unit: Children understand and use the concept of unit.</p> <p>G. Science and Technology</p> <p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p> <p>52. Tools and technology: Children explore and use tools and technology.</p>
<p>State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.</p> <p>Learning Standard A: Describe numerical relationships using variables and patterns.</p> <p>8.A.EC Sort and classify objects by a variety of properties.</p>	<p>G. Science and Technology</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p>
<p>Learning Standard B: Interpret and describe numerical relationships using tables, graphs and symbols.</p> <p>8.B.ECa Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.</p> <p>8.B.ECb Begin to order objects in series or rows.</p>	<p>E. Mathematics</p> <p>38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics</p> <p>38. Patterns: Children identify, describe, copy, complete, and create patterns.</p>
<p>Learning Standard C: Solve problems using systems of numbers and their properties.</p> <p>8.C.EC Participate in situations that involve addition and subtraction using manipulatives.</p>	<p>E. Mathematics</p> <p>32. Counting: Children count things.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>Learning Standard D: Use algebraic concepts and procedures to represent and solve problems.</p> <p>8.D.EC Describe qualitative change, such as measuring to see who is growing taller.</p>	<p>E. Mathematics</p> <p>36. Measuring: Children measure to describe, compare, and order things.</p>
<p>State Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.</p> <p>Learning Standard A: Demonstrate and apply geometric concepts involving points, lines, planes and space.</p> <p>9.A.EC Recognize geometric shapes and structures in the environment.</p>	<p>E. Mathematics</p> <p>34. Shapes: Children identify, name, and describe shapes.</p>
<p>Learning Standard B: Identify, describe, classify and compare relationships using points, lines, planes and solids.</p> <p>9.B.EC Find and name locations with simple words, such as “near”.</p>	<p>E. Mathematics</p> <p>35. Spatial awareness: Children recognize spatial relationships among people and objects.</p>
<p>State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.</p> <p>Learning Standard A: Organize, describe and make predictions from existing data.</p> <p>10.A.ECa Represent data using concrete objects, pictures, and graphs.</p>	<p>E. Mathematics</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>
<p>Learning Standard B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.</p> <p>10.B.EC Gather data about themselves and their surroundings.</p>	<p>E. Mathematics</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<i>Science</i>	
<p>State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p> <p>Learning Standard A: Know and apply the concepts, principals and processes of scientific inquiry.</p> <p>11.A.ECa Uses senses to explore and observe materials and natural phenomena.</p> <p>11.A.ECb Collect, describe and record information.</p>	<p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology</p> <p>49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>
<p>Learning Standard B: Know and apply the concepts, principles and processes of technological design.</p> <p>11.B.ECa Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.</p> <p>11.B.ECb Become familiar with the use of devices incorporating technology.</p>	<p>G. Science and Technology</p> <p>52. Tools and technology: Children explore and use tools and technology.</p> <p>G. Science and Technology</p> <p>52. Tools and technology: Children explore and use tools and technology.</p>
<p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Learning Standard A: Know and apply concepts that explain how living things function, adapt and change.</p> <p>12.A.ECa Investigate and categorize living things in the environment.</p> <p>12.A.ECb Show an awareness of changes that occur in themselves and their environment.</p>	<p>G. Science and Technology</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>Learning Standard B: Know and apply concepts that describe how living things interact with each other and with their environment.</p> <p>12.B.EC Describe and compare basic needs of living things.</p>	<p>G. Science and Technology</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>
<p>Learning Standard C: Know and apply concepts that describe properties of matter and energy and the interactions between them.</p> <p>12.C.EC Make comparisons among objects that have been observed.</p>	<p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p>
<p>Learning Standard D: Know and apply concepts that describe force and motion and the principles that explain them.</p> <p>12.D.EC Describe the effects of forces in nature (e.g. wind, gravity and magnetism).</p>	<p>G. Science and Technology</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>
<p>Learning Standard E: Know and apply the concepts that describe the features and processes of the Earth and its resources.</p> <p>12.E.ECa Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy).</p> <p>12.E.ECb Participate in recycling in their environment.</p>	<p>G. Science and Technology</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>H. Social Studies</p> <p>58. Ecology: Children understand the importance of taking care of their environment.</p>
<p>Learning Standard F: Know and apply concepts that explain the composition and structure of the universe and the Earth's place in it.</p> <p>12.F.EC Identify basic concepts associated with night/day and seasons.</p>	<p>G. Science and Technology</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>Learning Standard A: Know and apply the accepted practices of science.</p> <p>13.A.EC Begin to understand basic safety practices.</p>	<p>C. Physical Development and Health</p> <p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>Learning Standard B: Know and apply concepts that describe the interaction between science, technology and society.</p> <p>13.B.ECa Express wonder and ask questions about their world.</p> <p>13.B.ECb Begin to be aware of technology and how it affects their lives.</p>	<p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>G. Science and Technology</p> <p>52. Tools and technology: Children explore and use tools and technology.</p>
<p>Social Science</p> <p>State Goal 14: Understand political systems, with an emphasis on the United States.</p> <p>Learning Standard A: Understand and explain basic principles of the United States government.</p> <p>14.A.EC Recognize the reason for rules.</p>	<p>H. Social Studies</p> <p>55. Decision making: Children participate in making classroom decisions.</p>
<p>Learning Standard C: Understand election processes and responsibilities of citizens.</p> <p>14.C.EC Participate in voting as a way of making choices.</p>	<p>H. Social Studies</p> <p>55. Decision making: Children participate in making classroom decisions.</p>
<p>Learning Standard D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</p> <p>14.D.EC Develop an awareness of roles of leaders in their environment.</p>	<p>H. Social Studies</p> <p>54. Community roles: Children recognize that people have different roles and functions in the community.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>State Goal 15: Understand economic systems, with an emphasis on the United States.</p> <p>Learning Standard A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</p> <p>15.A.EC Identify community workers and the services they provide.</p>	<p>H. Social Studies</p> <p>54. Community roles: Children recognize that people have different roles and functions in the community.</p>
<p>Learning Standard D: Understand trade as an exchange of goods and services.</p> <p>15.D.EC Begin to understand the use of trade to obtain goods and services.</p>	<p>H. Social Studies</p> <p>54. Community roles: Children recognize that people have different roles and functions in the community.</p>
<p>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p>Learning Standard A: Apply the skills of historical analysis and interpretation.</p> <p>16.A.EC Recall information about the immediate past.</p>	<p>H. Social Studies</p> <p>57. History: Children understand past, present, and future.</p>
<p>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p> <p>Learning Standard A: Locate, describe and explain places, regions and features on the Earth.</p> <p>17.A.ECa Locate objects and places in familiar environments.</p> <p>17.A.ECb Express beginning geographic thinking.</p>	<p>H. Social Studies</p> <p>56. Geography: Children recognize and interpret features and locations in their environment.</p> <p>H. Social Studies</p> <p>56. Geography: Children recognize and interpret features and locations in their environment.</p>
<p>State Goal 18: Understand social systems, with an emphasis on the United States.</p> <p>Learning Standard A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p>	

Illinois Early Learning Standards

Key Developmental Indicators

<p>18.A.EC Recognize similarities and differences in people.</p>	<p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>
<p>Learning Standard B: Understand the roles and interactions of individuals and groups in society.</p> <p>18.B.EC Understand that each of us belongs to a family and recognize that families vary.</p>	<p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>
<p>Physical Development and Health</p> <p>State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.</p> <p>Learning Standard A: Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.</p> <p>19.A.ECa Engage in active play using gross motor skills.</p> <p>19.A.ECb Engage in active play using fine motor skills.</p>	<p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<p>Learning Standard B: Analyze various movement concepts and applications.</p> <p>19.B.EC Coordinate movements to perform complex tasks.</p>	<p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<p>Learning Standard C: Demonstrate knowledge of rules, safety and strategies during physical activity.</p> <p>19.C.EC Follow simple safety rules while participating in activities.</p>	<p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</p> <p>Learning Standard A: Know and apply the principles and components of health-related fitness.</p> <p>20.A.EC Participate in developmental activities related to physical fitness.</p>	<p>C. Physical Development and Health</p> <p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>State Goal 21: Develop team-building skills by working with others through physical activity.</p> <p>Learning Standard A: Demonstrate individual responsibility during group physical activities.</p> <p>21.A.EC Follow rules and procedures when participating in group physical activities.</p>	<p>B. Social and Emotional Development</p> <p>13. Cooperative play: Children engage in cooperative play.</p>
<p>Learning Standard B: Demonstrate cooperative skills during structured group physical activity.</p> <p>21.B.EC Demonstrate ability to cooperate with others during group physical activities.</p>	<p>B. Social and Emotional Development</p> <p>13. Cooperative play: Children engage in cooperative play.</p>
<p>State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p>Learning Standard A: Explain the basic principles of health promotion, illness prevention and safety.</p> <p>22.A.EC Participate in simple practices that promote healthy living and prevent illness.</p>	<p>C. Physical Development and Health</p> <p>19. Personal care: Children carry out personal care routines on their own.</p> <p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>State Goal 23: Understand human body systems and factors that influence growth and development.</p> <p>Learning Standard A: Describe and explain the structure and functions of human body systems and how they interrelate.</p> <p>23.A.EC Identify body parts and their functions.</p>	<p>C. Physical Development and Health</p> <p>18. Body awareness: Children know about their bodies and how to navigate them in space.</p>
<p>Learning Standard B: Explain the effects of health-related actions on the body systems.</p>	

Illinois Early Learning Standards

Key Developmental Indicators

<p>23.B.EC Act independently in caring for personal hygiene needs.</p>	<p>C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own.</p>
<p>State Goal 24: Promote and enhance health and well being through the use of effective communication and decision-making skills.</p> <p>Learning Standard A: Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> <p>24.A.ECa Use appropriate communication skills when expressing needs, wants and feelings.</p> <p>24.A.ECb Use socially acceptable ways to resolve conflict.</p>	<p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p>
<p>Learning Standard C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> <p>24.C.EC Participate in activities to learn to avoid dangerous situations.</p>	<p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p>
<p>Fine Arts</p> <p>State Goal 25: Know the language of the arts.</p> <p>Learning Standard A: Understand the sensory elements, organizational principles and expressive qualities of the arts.</p> <p>25.A.ECa Dance: Investigate the elements of dance.</p> <p>25.A.ECb Drama: Investigate the elements of drama.</p> <p>25.A.ECc Music: Investigate the elements of music.</p> <p>25.A.ECd Visual Arts: Investigate the elements of visual arts.</p>	<p>F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>Learning Standard B: Understand the similarities, distinctions and connections in and among the arts.</p> <p>25.B.EC Describe or respond to their own creative work or the creative work of others.</p>	<p>F. Creative Arts</p> <p>44. Appreciating the arts: Children appreciate the creative arts.</p>
<p>State Goal 26: Through creating and performing, understand how works of art are produced.</p> <p>Learning Standard A: Understand processes, traditional tools and modern technologies used in the arts.</p> <p>26.A.ECa Dance: Participate in dance activities.</p> <p>26.A.ECb Drama: Participate in drama activities.</p> <p>26.A.ECc Music: Participate in music activities.</p> <p>26.A.ECd Visual Arts: Participate in the visual arts.</p>	<p>F. Creative Arts</p> <p>42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>
<p>Learning Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts.</p> <p>26.B.EC Use creative arts as an avenue for self-expression.</p>	<p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>Foreign Languages</p> <p>State Goal 28: Use the target language to communicate within and beyond the classroom setting.</p> <p>28.A.EC Maintain the native language for use in a variety of purposes.</p>	<p>D. Language, Literacy, and Communication</p> <p>30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p>
<p>State Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.</p> <p>30.A.EC Use and maintain the native language in order to build upon and develop transferable language and literacy skills.</p>	<p>D. Language, Literacy, and Communication</p> <p>30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p>
<p>Social/Emotional Development</p> <p>State Goal 31: Develop an awareness of personal identity and positive self-concept.</p> <p>Learning Standard A: Develop a positive self-concept.</p> <p>31.A.ECa Describe self by using several basic characteristics.</p> <p>31.A.ECb Exhibit eagerness and curiosity as a learner.</p> <p>31.A.ECc Exhibit persistence and creativity in seeking solutions to problems.</p> <p>31.A.ECd Show some initiative and independence in actions.</p> <p>31.A.ECe Use appropriate communication skills when expressing needs, wants and feelings.</p>	<p>B. Social and Emotional Development</p> <p>7. Self-identity: Children have a positive self-identity.</p> <p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>A. Approaches to Learning</p> <p>3. Engagement: Children focus on activities that interest them.</p> <p>4. Problem solving: Children solve problems encountered in play.</p> <p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>B. Social and Emotional Development</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>15. Conflict resolution: Children resolve social conflicts.</p>

Illinois Early Learning Standards

Key Developmental Indicators

<p>State Goal 32: Demonstrate a respect and a responsibility for self and others.</p> <p>Learning Standard A: Perform effectively as an individual.</p> <p>32.A.ECa Begin to understand and follow rules.</p> <p>32.A.ECb Manage transitions and begin to adapt to change in routines.</p> <p>32.A.ECc Show empathy and caring for others.</p> <p>32.A.ECd Use the classroom environment purposefully and respectfully.</p>	<p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development 10. Empathy: Children demonstrate empathy toward others.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p>
<p>Learning Standard B: Perform effectively as a member of a group.</p> <p>32.B.ECa Engage in cooperative group play.</p> <p>32.B.ECb Begin to share materials and experiences and take turns.</p> <p>32.B.ECc Respect the rights of self and others.</p> <p>32.B.ECd Develop relationships with children and adults.</p>	<p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development 14. Moral development: Children develop an internal sense of right and wrong. 15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p>