

Comparison of the
Illinois Early Learning Standards (2002) and the
Illinois Early Learning and Development Standards (2013)
DRAFT
for Children age 3 to Kindergarten Enrollment Age

This document shows a side by side comparison of the Illinois Early Learning Standards that was published in March, 2002, with the draft form of the Illinois Early Learning and Development Standards.

To fast forward to a specific learning area/subject area, move the cursor over the area/title, then hold the “CTRL” and click button at the time.

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Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
LANGUAGE ARTS	LANGUAGE ARTS
GOAL 1: Comprehension and Fluency Read with understanding and fluency.	GOAL 1: Foundational Skills Demonstrate understanding and enjoyment of literature.
<p>Standard 1.A: Apply word analysis and vocabulary skills to comprehend selections.</p> <p><u>Benchmark 1.A.ECa:</u> Understand that pictures and symbols have meaning and that print carries a message.</p> <p><u>Benchmark 1.A.ECb:</u> Understand that reading progresses from left to right and top to bottom.</p> <p><u>Benchmark 1.A.ECc:</u> Identify labels and signs in the environment.</p> <p><u>Benchmark 1.A.ECd:</u> Identify some letters, including those in own name.</p> <p><u>Benchmark 1.A.ECe:</u> Make some letter-sound matches.</p>	<p>Standard 1.A: Demonstrate interest in stories and books.</p> <p><u>Benchmark 1.A.ECa:</u> Engage in book sharing experiences with purpose and understanding.</p> <p><u>Benchmark 1.A.ECb:</u> Look at books independently, pretending to read.</p>
<p>Standard 1.B: Apply reading strategies to improve understanding and fluency.</p> <p><u>Benchmark 1.B.ECa:</u> Predict what will happen next using pictures and content for guides.</p> <p><u>Benchmark 1.B.ECb:</u> Begin to develop phonological awareness by participating in rhyming activities.</p> <p><u>Benchmark 1.B.ECc:</u> Recognize separable and repeating sounds in spoken language.</p>	<p>Standard 1.B: Recognize key ideas and details in stories.</p> <p><u>Benchmark 1.B.ECa:</u> With prompting and support, ask and answer questions about books heard read aloud.</p> <p><u>Benchmark 1.B.ECb:</u> With prompting and support, retell familiar stories with three or more key events.</p> <p><u>Benchmark 1.B.ECc:</u> With prompting and support, identify main character(s) and setting(s) of the story.</p>

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<p>Standard 1.C: Comprehend a broad range of reading materials.</p> <p><u>Benchmark 1.C.ECa:</u> Retell information from a story.</p> <p><u>Benchmark 1.C.ECb:</u> Respond to simple questions about reading material.</p> <p><u>Benchmark 1.C.ECc:</u> Demonstrate understanding of literal meaning of stories by making comments.</p>	<p>Standard 1.C: Recognize concepts of books.</p> <p><u>Benchmark 1.C.ECa:</u> Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).</p> <p><u>Benchmark 1.C.ECb:</u> With prompting and support, describe the role of an author and illustrator.</p> <p><u>Benchmark 1.C.ECc:</u> Identify the front and back covers of books; and display correct orientation of book and page turning skills.</p>
	<p>Standard 1.D: Establish personal connections with books.</p> <p><u>Benchmark 1.D.ECa:</u> With prompting and support, discuss illustrations in books and make personal connections to the pictures and story.</p> <p><u>Benchmark 1.D.ECb:</u> With prompting and support, compare and contrast two stories relating to the same topic.</p>
<p>GOAL 2: Varied Literature Read and understand literature representative of various societies, eras and ideas.</p>	<p>GOAL 2: Reading Develop interest in and understanding of informational text.</p>
<p>Standard 2.A: Understand how literary elements and techniques are used to convey meaning.</p> <p><u>Benchmark 2.A.ECa:</u> Understand that different text forms, such as magazines, notes, lists, letters and story books, are used for different purposes.</p>	<p>Standard 2.A: Recognize key ideas and details in nonfiction text.</p> <p><u>Benchmark 2.A.ECa:</u> With prompting and support, ask and answer questions about details in a nonfiction book.</p> <p><u>Benchmark 2.A.ECb:</u> With prompting and support, retell detail(s) about main topic in a nonfiction text.</p> <p><u>Benchmark 2.A.ECc:</u> With prompting and support, use informational texts to locate answers to questions about topics of interest.</p>

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<p>Standard 2.B: Read and interpret a variety of literary works. <u>Benchmark 2.B.ECa:</u> Show independent interest in reading-related activities.</p>	<p>Standard 2.B: Recognize features of nonfiction books. <u>Benchmark 2.B.ECa:</u> With prompting and support, Identify specific pictures that relate to the portion of the text being read aloud. <u>Benchmark 2.B.ECb:</u> With prompting and support, identify basic similarities and differences in pictures and information found in two texts on the same topic.</p>
<p>GOAL 3: Writing Write to communicate for a variety of purposes.</p>	<p>GOAL 3: Writing Demonstrate increasing awareness of and competence in emergent reading skills and abilities.</p>
<p>Standard 3.A: Use correct grammar, spelling, punctuation, capitalization and structure. <u>Benchmark 3.A.ECa:</u> Use scribbles, approximations of letters or known letters to represent written language.</p>	<p>Standard 3.A: Demonstrate understanding of the organization and basic features of print. <u>Benchmark 3.A.ECa:</u> Recognize the difference between print and pictures. <u>Benchmark 3.A.ECb:</u> Begin to follow words from left to right, top to bottom, and page by page. <u>Benchmark 3.A.ECc:</u> Recognize that spoken words are represented in written language by specific sequences of letters. <u>Benchmark 3.A.ECd:</u> Understand that words are separated by spaces in print. <u>Benchmark 3.A.ECe:</u> Recognize that letters are grouped to form words. <u>Benchmark 3.A.ECf:</u> Differentiate letters from numerals.</p>
<p>Standard 3.B: Compose well-organized and coherent writing for specific purposes and audiences. <u>Benchmark 3.B.ECa:</u> Dictate stories and experiences.</p>	<p>Standard 3.B: Demonstrate an emerging understanding of the alphabet. <u>Benchmark 3.B.ECa:</u> Sing the alphabet song. <u>Benchmark 3.B.ECb:</u> With prompting and support, recite the alphabet. <u>Benchmark 3.B.ECc:</u> Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. <u>Benchmark 3.B.ECd:</u> With prompting and</p>

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	<p>support, match some upper/lower-case letters of the alphabet. <u>Benchmark 3.B.ECe</u>: With prompting and support, begin to form some letters of the alphabet, especially those in own name.</p>
<p>Standard 3.C: Communicate ideas in writing to accomplish a variety of purposes. <u>Benchmark 3.C.ECa</u>: Use drawing and writing skills to convey meaning and information.</p>	<p>Standard 3.C: Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes). <u>Benchmark 3.C.ECa</u>: Engage in language play (e.g. alliterative language, rhyming, sound patterns). <u>Benchmark 3.C.ECb</u>: Demonstrate ability to discriminate between words in a sentence. <u>Benchmark 3.C.ECc</u>: With prompting and support, recognize and match words that rhyme. <u>Benchmark 3.C.ECd</u>: Demonstrate ability to blend and segment syllables in words. <u>Benchmark 3.C.ECe</u>: With prompting and support, isolate and pronounce the initial sounds in words. <u>Benchmark 3.C.ECf</u>: With prompting and support, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat). <u>Benchmark 3.C.ECg</u>: With prompting and support, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/). <u>Benchmark 3.C.ECh</u>: With prompting and support, begin to manipulate sounds (phonemes) in one-syllable words (e.g., cat, hat, mat).</p>
<p>No original standard</p>	<p>Standard 3.D: Demonstrate emergent phonics and word analysis skills. <u>Benchmark 3.D.ECa</u>: With prompting and support, demonstrate one-to-one correspondence of letters and sounds by producing the primary sound of some consonants. <u>Benchmark 3.D.ECb</u>: Recognize own name and common signs and labels in the environment. <u>Benchmark 3.D.ECc</u>: With prompting and</p>

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	support, begin to use knowledge of letters and sounds to spell words phonetically.
<p>GOAL 4: Listening and Speaking Listen and speak effectively in a variety of situations.</p>	<p>GOAL 4: Receptive Language Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</p>
<p>Standard 4.A: Listen effectively in formal and informal situations. <u>Benchmark 4.A.ECa:</u> Listen with understanding and respond to directions and conversations.</p>	<p>Standard 4.A: Demonstrate growing interest and abilities in writing. <u>Benchmark 4.A.ECa:</u> Experiment with writing tools and materials. <u>Benchmark 4.A.ECb:</u> Use scribbles, letter-like forms, or letters/words to represent written language <u>Benchmark 4.A.ECc:</u> With prompting and support, write own first name using appropriate upper/lower-case letters. <u>Benchmark 4.A.ECd:</u> Attempt to copy or write names of familiar individuals.</p>
<p>Standard 4.B: Speak effectively using language appropriate to the situation and audience. <u>Benchmark 4.B.ECa:</u> Communicate needs, ideas and thoughts.</p>	<p>Standard 4.B: Use writing to represent ideas and information. <u>Benchmark 4.B.ECa:</u> With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. <u>Benchmark 4.B.ECb:</u> With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which a topic is named and some information about the topic is shared. <u>Benchmark 4.B.ECc:</u> With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. <u>Benchmark 4.B.ECd:</u> With prompting and support, respond to questions and suggestions to add details to strengthen illustration or writing, as needed. <u>Benchmark 4.B.ECe:</u> With prompting and support, use digital tools to produce and</p>

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	publish drawing, dictation or writing.
No original standard	<p>Standard 4.C: Use writing to research and share knowledge.</p> <p><u>Benchmark 4.C.ECa:</u> Participate in group projects or units of study designed to learn about a topic of interest.</p> <p><u>Benchmark 4.C.ECb:</u> With prompting and support, recall factual information and share that information through drawing, dictation, or writing.</p>
<p>GOAL 5: Language for Communication Use the language arts to acquire, assess and communicate information.</p>	<p>GOAL 5: Expressive Language Demonstrate increasing competence in oral communication (listening and speaking).</p>
<p>Standard 5.A: Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.</p> <p><u>Benchmark 5.A.ECa:</u> Seek answers to questions through active exploration.</p>	<p>Standard 5.A: Demonstrate understanding through age-appropriate responses.</p> <p><u>Benchmark 5.A.ECa:</u> Follow simple multi-step directions.</p> <p><u>Benchmark 5.A.ECb:</u> Respond appropriately to questions from others.</p> <p><u>Benchmark 5.A.ECc:</u> Provide comments relevant to the context.</p> <p><u>Benchmark 5.A.ECd:</u> Identify emotions from facial expressions and body language.</p>
<p>Standard 5.B: Analyze and evaluate information acquired from various sources.</p> <p><u>Benchmark 5.B.ECa:</u> Relate prior knowledge to new information.</p>	<p>Standard 5.B: Communicate effectively using language appropriate to the situation and audience.</p> <p><u>Benchmark 5.B.ECa:</u> Use language for a variety of purposes.</p> <p><u>Benchmark 5.B.ECb:</u> With prompting and support, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.</p> <p><u>Benchmark 5.B.ECc:</u> Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).</p> <p><u>Benchmark 5.B.ECd:</u> Use appropriate facial</p>

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	<p>expressions, body language and gestures to express ideas. <u>Benchmark 5.B.ECe</u>: Communicate with individuals from different cultural backgrounds.</p>
<p>Standard 5.C: Apply acquired information, concepts and ideas to communicate in a variety of formats. <u>Benchmark 5.C.ECa</u>: Communicate information with others.</p>	<p>Standard 5.C: Use language to convey information and ideas. <u>Benchmark 5.C.ECa</u>: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <u>Benchmark 5.C.ECb</u>: With prompting and support, express thoughts, feelings and ideas.</p>
<p>No original standard</p>	<p>Standard 5.D: Speak using conventions of Standard English. <u>Benchmark 5.D.ECa</u>: With prompting and support, use complete sentences in speaking with peers and adults in individual and group situations. <u>Benchmark 5.D.ECb</u>: Speak using age-appropriate conventions of Standard English grammar and usage. <u>Benchmark 5.D.ECc</u>: Understand and use question words in speaking</p>
<p>No original standard</p>	<p>Standard 5.E: Use increasingly complex phrases, sentences and vocabulary. <u>Benchmark 5.E.ECa</u>: With prompting and support, begin to use compound and complex sentences. <u>Benchmark 5.E.ECb</u>: Exhibit curiosity and interest in learning new words heard in conversations and books. <u>Benchmark 5.E.ECc</u>: With prompting and support, use new words acquired through conversations and book sharing experiences. <u>Benchmark 5.E.ECd</u>: With prompting and support, identify new meanings for familiar words and apply them accurately. <u>Benchmark 5.E.ECe</u>: With prompting and support, explore word relationships to understand the concepts represented by common categories of words. <u>Benchmark 5.E.ECf</u>: With prompting and support, use adjectives to describe people,</p>

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	places, and things.

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MATHEMATICS	MATHEMATICS
<p>GOAL 6: Number and Operations Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication and division), patterns, ratios and proportions.</p>	<p>GOAL 6: Number and Operations Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.</p>
<p>Standard 6.A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings. <u>Benchmark 6.A.ECa:</u> Use concepts that include number recognition, counting and one-to-one correspondence. <u>Benchmark 6.A.ECb:</u> Count with understanding and recognize “how many” in sets of objects.</p>	<p>Standard 6.A: Demonstrate beginning understanding of number, number names and numerals. <u>Benchmark 6.A.ECa:</u> Count with understanding and recognize “how many” in small sets. <u>Benchmark 6.A.ECb:</u> Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects without counting in sets of four or less. <u>Benchmark 6.A.ECc:</u> Recognize and describe the concept of zero. <u>Benchmark 6.A.ECd:</u> Connect numbers to quantities they represent using physical models and representations. <u>Benchmark 6.A.ECe:</u> Differentiate numerals from letters and recognize some written numerals. <u>Benchmark 6.A.ECf:</u> Verbally recite numbers from 0 – 10.</p>
<p>Standard 6.B: Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships. <u>Benchmark 6.B.ECa:</u> Solve simple mathematical problems.</p>	<p>Standard 6.B: Begin to construct sets, add and subtract to create new numbers. <u>Benchmark 6.B.ECa:</u> Recognize that numbers (or sets of objects) can be combined or separated to make another number. <u>Benchmark 6.B.ECb:</u> Show understanding of how to count and construct sets of objects of a given number (between 5 and 10). <u>Benchmark 6.B.ECc:</u> Identify the new</p>

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	number created when sets are combined or separated. <u>Benchmark 6.B.ECd</u> : Solve simple mathematical problems presented in a meaningful context.
Standard 6.C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers. <u>Benchmark 6.C.ECa</u> : Explore quantity and number. <u>Benchmark 6.C.ECb</u> : Connect numbers to quantities they represent using physical models and representations.	Standard 6.C: Begin to make reasonable estimates of numbers. <u>Benchmark 6.C.ECa</u> : Estimate number of objects in a set.
Standard 6.D: Solve problems using comparison of quantities, ratios, proportions and percents. <u>Benchmark 6.D.ECa</u> : Make comparisons of quantities.	Standard 6.D: Compare quantities using appropriate vocabulary terms. <u>Benchmark 6.D.ECa</u> : Make comparisons of quantities. <u>Benchmark 6.D.ECb</u> : Describe the comparison with appropriate vocabulary, such as <i>more</i> , <i>less</i> , <i>greater than</i> , <i>fewer</i> , <i>equal to</i> or <i>same as</i> .
GOAL 7: Measurement Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	GOAL 7: Measurement Explore measurement of objects and quantities.
Standard 7.A: Measure and compare quantities using appropriate units, instruments and methods. <u>Benchmark 7.A.ECa</u> : Demonstrate a beginning understanding of measurement using non-standard units and measurement words. <u>Benchmark 7.A.ECb</u> : Construct a sense of time through participation in daily activities.	Standard 7.A: Measure objects and quantities using direct comparison methods and non-standard units. <u>Benchmark 7.A.ECa</u> : Compare, order and describe objects according to a single attribute. <u>Benchmark 7.A.ECb</u> : Use non-standard units to measure objects and quantity. <u>Benchmark 7.A.ECc</u> : Use vocabulary that describes and compares length, height, weight, capacity and size. <u>Benchmark 7.A.ECd</u> : Begin to construct a sense of time through participation in daily activities.

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<p>Standard 7.B: Estimate measurements and determine acceptable levels of accuracy.</p> <p><u>Benchmark 7.B.ECa:</u> Show understanding of and use comparative words.</p>	<p>Standard 7.B: Begin to make estimates of measurements.</p> <p><u>Benchmark 7.B.ECa:</u> Practice estimating in everyday play and in solving everyday measurement problems.</p>
<p>Standard 7.C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.</p> <p><u>Benchmark 7.C.ECa:</u> Incorporate estimating and measuring activities into play.</p>	<p>Standard 7.C: Explore tools used for measurement.</p> <p><u>Benchmark 7.C.ECa:</u> Explore the use of standard instruments to measure objects and quantities with teacher assistance.</p>
<p>GOAL 8: Patterns and Relationships Use algebraic and analytical methods to identify and describe patterns and relationships in data.</p>	<p>GOAL 8: Attributes and Patterns Identify and describe common attributes, patterns and relationships in objects.</p>
<p>Standard 8.A: Describe numerical relationships using variables and patterns.</p> <p><u>Benchmark 8.A.ECa:</u> Sort and classify objects by a variety of properties.</p>	<p>Standard 8.A: Explore objects and patterns.</p> <p><u>Benchmark 8.A.ECa:</u> Sort, order, compare and describe objects according to characteristics or attribute(s).</p> <p><u>Benchmark 8.A.ECb:</u> Recognize, duplicate, extend and create simple patterns in various formats.</p>
<p>Standard 8.B: Interpret and describe numerical relationships using tables, graphs and symbols.</p> <p><u>Benchmark 8.B.ECa:</u> Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.</p> <p><u>Benchmark 8.B.ECb:</u> Begin to order objects in series or rows.</p>	<p>Standard 8.B: Describe and document patterns using symbols.</p> <p><u>Benchmark 8.B.ECa:</u> With adult assistance, represent a pattern by verbally describing it or by modeling it with objects or actions.</p>
<p>Standard 8.C: Solve problems using systems of numbers and their properties.</p> <p><u>Benchmark 8.C.ECa:</u> Participate in situations that involve addition and subtraction using manipulatives.</p>	<p>Standard 8.C: Solve problems using systems of numbers and their properties.</p> <p>Covered in State Goal 6</p>

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<p>Standard 8.D: Use algebraic concepts and procedures to represent and solve problems.</p> <p><u>Benchmark 8.C.ECa:</u> Describe qualitative change, such as measuring to see who is growing taller.</p>	<p>Standard 8.D: Explore change in physical attributes.</p> <p><u>Benchmark 8.D.ECa:</u> <i>Not applicable.</i></p>
<p>GOAL 9: Geometry and Spatial Relations Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.</p>	<p>GOAL 9: Geometry and Spatial Relations Explore concepts of geometry and spatial relations.</p>
<p>Standard 9.A: Demonstrate and apply geometric concepts involving points, lines, planes and space.</p> <p><u>Benchmark 9.A.ECa:</u> Recognize geometric shapes and structures in the environment.</p>	<p>Standard 9.A: Recognize, name and replicate common shapes.</p> <p><u>Benchmark 9.A.ECa:</u> Recognize and name common two- and three-dimensional shapes, and describe some of their attributes.</p> <p><u>Benchmark 9.A.ECb:</u> Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).</p> <p><u>Benchmark 9.A.ECc:</u> Identify and name some of the faces of common three-dimensional shapes using two-dimensional shape names.</p> <p><u>Benchmark 9.A.ECd:</u> Combine two-dimensional shapes to create new shapes.</p> <p><u>Benchmark 9.A.ECe:</u> Think about/imagine how altering the spatial orientation of a shape will change how it looks.</p>
<p>Standard 9.B: Identify, describe, classify and compare relationships using points, lines, planes and solids.</p> <p><u>Benchmark 9.B.ECa:</u> Find and name locations with simple words, such as “near”.</p>	<p>Standard 9.B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</p> <p><u>Benchmark 9.B.ECa:</u> Show understanding of location and ordinal position.</p> <p><u>Benchmark 9.B.ECb:</u> Use appropriate vocabulary for identifying location and ordinal position.</p>
<p>GOAL 10: Data and Statistics Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.</p>	<p>GOAL 10: Predicting and Analyzing Information Begin to make predictions and collect and analyze data information.</p>

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<p>Standard 10.A: Organize, describe and make predictions from existing data. <u>Benchmark 10.A.ECa:</u> Represent data using concrete objects, pictures, and graphs. <u>Benchmark 10.A.ECb:</u> Make predictions about what will happen next.</p>	<p>Standard 10.A: Organize and describe data and information. <u>Benchmark 10.A.ECa:</u> Organize, represent and analyze information using concrete objects, pictures and graphs, with teacher support. <u>Benchmark 10.A.ECb:</u> Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.</p>
<p>Standard 10.B: Formulate questions, design data collection methods, gather and analyze data and communicate findings. <u>Benchmark 10.B.ECa:</u> Gather data about themselves and their surroundings.</p>	<p>Standard 10.B: Gather information to answer questions. <u>Benchmark 10.B.ECa:</u> Gather data about themselves and their surroundings.</p>
<p>Standard 10.C: N/A</p>	<p>Standard 10.C: Determine, describe and apply the probabilities of events. <u>Benchmark 10.B.ECa:</u> Describe likelihood of events with appropriate vocabulary, such as <i>possible, impossible, always</i> and <i>never</i>.</p>

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SCIENCE	SCIENCE
<p>GOAL 11: Inquiry and Design Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p>	<p>GOAL 11: Curiosity and Inquiry Demonstrate curiosity about the world, and engage in scientific inquiry to answer questions.</p>
<p>Standard 11.A: Know and apply the concepts, principles and processes of scientific inquiry. <u>Benchmark 11.A.ECa:</u> Use senses to explore and observe materials and natural phenomena. <u>Benchmark 11.A.ECb:</u> Collect, describe and record information.</p>	<p>Standard 11.A: Develop skills to observe, collect information, ask questions, predict, explain and draw conclusions. <u>Benchmark 11.A.ECa:</u> Use senses to explore and observe materials, change, processes, relationships and natural phenomena. <u>Benchmark 11.A.ECb:</u> Make predictions based on observations and investigations of objects and events in the environment. <u>Benchmark 11.A.ECc:</u> Collect, describe, compare and record information from observations and investigations. <u>Benchmark 11.A.ECd:</u> Test predictions through inquiry, exploration and experimentation. <u>Benchmark 11.A.ECe:</u> Generate explanations and communicate ideas and/or conclusions regarding their investigations. <u>Benchmark 11.A.ECf:</u> Express wonder and ask questions about their world.</p>
<p>Standard 11.B: Know and apply the concepts, principles and processes of technological design. <u>Benchmark 11.B.ECa:</u> Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation. <u>Benchmark 11.B.ECb:</u> Become familiar with the use of devices incorporating technology.</p>	<p>Standard 11.B: Use tools and technology to assist in scientific inquiry. <u>Benchmark 11.B.ECa:</u> Use non-standard and standard scientific tools for investigation. <u>Benchmark 11.B.ECb:</u> Become familiar with technological tools that can aid in scientific inquiry.</p>

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<p>GOAL 12: Concepts and Principles Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p>	<p>GOAL 12: Exploring Science Explore concepts and information about life, physical and earth sciences.</p>
<p>Standard 12.A: Know and apply concepts that explain how living things function, adapt and change. <u>Benchmark 12.A.ECa:</u> Investigate and categorize living things in the environment. <u>Benchmark 12.A.ECb:</u> Show an awareness of changes that occur in oneself and the environment.</p>	<p>Standard 12.A: Understand that living things grow and change. <u>Benchmark 12.A.ECa:</u> Observe, investigate, describe and categorize living things. <u>Benchmark 12.A.ECb :</u> Show an awareness of changes that occur in oneself and the environment.</p>
<p>Standard 12.B: Know and apply concepts that describe how living things interact with each other and with their environment. <u>Benchmark 12.B.ECa:</u> Describe and compare basic needs of living things.</p>	<p>Standard 12.B: Understand that living things rely on the environment and/or others to live and grow. <u>Benchmark 12.B.ECa:</u> Describe and compare basic needs of living things. <u>Benchmark 12.B.ECb:</u> Show respect for living things.</p>
<p>Standard 12.C: Know and apply concepts that describe properties of matter and energy and the interactions between them. <u>Benchmark 12.C.ECa:</u> Make comparisons among objects that have been observed.</p>	<p>Standard 12.C: Explore the physical properties of objects. <u>Benchmark 12.C.ECa:</u> Identify, describe and compare the physical properties of objects. <u>Benchmark 12.C.ECb:</u> Experiment with changes in matter when combined with other substances.</p>
<p>Standard 12.D: Know and apply concepts that describe force and motion and the principles that explain them. <u>Benchmark 12.D.ECa:</u> Describe the effects of forces in nature (e.g., wind, gravity and magnetism).</p>	<p>Standard 12.D: Explore concepts of force and motion. <u>Benchmark 12.D.ECa:</u> Describe the effects of forces in nature. <u>Benchmark 12.D.ECb:</u> Describe the effect of force on objects in and outside the classroom.</p>
<p>Standard 12.E: Know and apply concepts that describe the features and processes of the Earth and its resources. <u>Benchmark 12.E.ECa:</u> Use common weather-related vocabulary (e.g., rainy, snowy, sunny, windy).</p>	<p>Standard 12.E: Explore concepts and information related to the Earth, including ways to take care of our planet. <u>Benchmark 12.E.ECa:</u> Observe and describe characteristics of earth, water and air. <u>Benchmark 12.E.ECb:</u> Participate in discussions about simple ways to take care of the environment.</p>

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<p>Standard 12.F: Know and apply concepts that explain the composition and structure of the universe and Earth’s place in it. <u>Benchmark 12.F.ECa:</u> Identify basic concepts associated with night/day and seasons.</p>	<p>Standard 12.F: Explore changes related to the weather and seasons. <u>Benchmark 12.F.ECa:</u> Observe and discuss changes in weather and seasons using common vocabulary.</p>
<p>GOAL 13: Science, Technology and Society Understand the relationships among science, technology and society in historical and contemporary contexts.</p>	<p>GOAL 13: Safety Practices in Scientific Exploration Understand basic safety rules for scientific inquiry.</p>
<p>Standard 13.A: Know and apply the accepted practices of science. <u>Benchmark 13.A.ECa:</u> Begin to understand basic safety practices.</p>	<p>Standard 13.A: Understand rules to follow when investigating and exploring. <u>Benchmark 13.A.ECa:</u> Begin to understand basic safety practices one must follow when exploring and engaging in scientific inquiry.</p>
<p>Standard 13.B: Know and apply concepts that describe the interaction between science, technology and society. <u>Benchmark 13.B.ECa:</u> Express wonder and ask questions about their world. <u>Benchmark 13.B.ECb:</u> Begin to be aware of technology and how it affects their lives.</p>	<p>Standard 13.B: N/A</p>

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
SOCIAL SCIENCE	SOCIAL STUDIES
GOAL 14: Political Systems Understand political systems, with an emphasis on the United States.	GOAL 14: Citizenship Understand concepts related to citizenship.
Standard 14.A: Understand and explain basic principles of the United States government. <u>Benchmark 14.A.ECa:</u> Recognize the reasons for rules.	Standard 14.A: Understand what it means to be a member of a group and community. <u>Benchmark 14.A.ECa:</u> Recognize the reasons for rules in the home and classroom and for laws in the community. <u>Benchmark 14.A.ECb:</u> Contribute to the well-being of one's classroom, school and community.
Standard 14.B: N/A	Standard 14.B: N/A
Standard 14.C: Understand election processes and responsibilities of citizens. <u>Benchmark 14.C.ECa:</u> Participate in voting as a way of making choices.	Standard 14.C: Understand ways groups make choices and decisions. <u>Benchmark 14.C.ECa:</u> Participate in voting as a way of making choices.
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. <u>Benchmark 14.D.ECa:</u> Develop an awareness of roles of leaders in their environment.	Standard 14.D: Understand the role that individuals can play in a group or community. <u>Benchmark 14.D.ECa:</u> Develop an awareness of what it means to be a leader. <u>Benchmark 14.D.ECb:</u> Participate in a variety of roles in the classroom community.
Standard 14.E: N/A	Standard 14.E: N/A
Standard 14.F: N/A	Standard 14.F: N/A
GOAL 15: Economic Systems Understand economic systems, with an emphasis on the United States.	GOAL 15: Economic Systems and Human Interdependence Explore economic systems and human interdependence.
Standard 15.A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services. <u>Benchmark 15.A.ECa:</u> Identify community	Standard 15.A: Explore roles in the economic system and workforce. <u>Benchmark 15.A.ECa:</u> Describe some common jobs and what is needed to perform those jobs. <u>Benchmark 15.A.ECb:</u> Discuss why

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
workers and the services they provide.	people work.
Standard 15.B: N/A	Standard 15.B: Explore issues of limited resources in the classroom and world. <u>Benchmark 15.B.ECa:</u> Understand that some resources and money are limited.
Standard 15.C: N/A	Standard 15.C: N/A
Standard 15.D: Understand trade as an exchange of goods or services. <u>Benchmark 15.D.ECa:</u> Begin to understand the use of trade to obtain goods and services.	Standard 15.D: Explore concepts about trade as an exchange of goods or services. <u>Benchmark 15.D.ECa:</u> Begin to understand the use of trade or money to obtain goods and services.
Standard 15.E: N/A	Standard 15.E: N/A
GOAL 16: History Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	GOAL 16: Individual History Develop an awareness of the self and his or her uniqueness and individuality.
Standard 16.A: Apply the skills of historical analysis and interpretation. <u>Benchmark 16.A.ECa:</u> Recall information about the immediate past.	Standard 16.A: Explore his or her self and personal history. <u>Benchmark 16.A.ECa:</u> Recall information about the immediate past. <u>Benchmark 16.A.ECb:</u> Develop a basic awareness of self as an individual.
Standard 16.B: N/A	Standard 16.B: N/A
Standard 16.C: N/A	Standard 16.C: N/A
Standard 16.D: N/A	Standard 16.D: N/A
Standard 16.E: N/A	Standard 16.E: N/A
GOAL17: Geography Understand world geography and the effects of geography on society, with an emphasis on the United States.	GOAL 17: Geography Explore geography, the child's environment, and where people live, work and play.

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<p>Standard 17.A: Locate, describe and explain places, regions and features on the Earth.</p> <p><u>Benchmark 17.A.ECa:</u> Locate objects and places in familiar environments.</p> <p><u>Benchmark 17.A.ECb:</u> Express beginning geographic thinking.</p>	<p>Standard 17.A: Explore environments and where people live.</p> <p><u>Benchmark 17.A.ECa:</u> Locate objects and places in familiar environments.</p> <p><u>Benchmark 17.A.ECb:</u> Express beginning geographic thinking.</p>
Standard 17.B: N/A	Standard 17.B: N/A
Standard 17.C: N/A	Standard 17.C: N/A
Standard 17.D: N/A	Standard 17.D: N/A
<p>GOAL 18: Social Systems Understand social systems, with an emphasis on the United States.</p>	<p>GOAL 18: People and Families Explore people and families.</p>
<p>Standard 18.A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p> <p><u>Benchmark 18.A.ECa:</u> Recognize similarities and differences in people.</p>	<p>Standard 18.A: Explore people, their similarities and their differences.</p> <p><u>Benchmark 18.A.ECa:</u> Recognize similarities and differences in people.</p>
<p>Standard 18.B: Understand the roles and interactions of individuals and groups in society.</p> <p><u>Benchmark 18.B.ECa:</u> Understand that each of us belongs to a family and recognize that families vary.</p>	<p>Standard 18.B: Develop an awareness of self within the context of family.</p> <p><u>Benchmark 18.B.ECa:</u> Understand that each of us belongs to a family and recognize that families vary.</p>
Standard 18.C: N/A	Standard 18.C: N/A

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
PHYSICAL DEVELOPMENT AND HEALTH	PHYSICAL DEVELOPMENT AND HEALTH
GOAL 19: Motor Control and Movement Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.	GOAL 19: Motor Control and Movement Acquire movement skills and understand concepts needed to explore the environment, support learning and engage in health-enhancing physical activity.
Standard 19.A: Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <u>Benchmark 19.A.ECa:</u> Engage in active play using gross motor skills. <u>Benchmark 19.A.ECb:</u> Engage in active play using fine motor skills.	Standard 19.A: Demonstrate physical competency and control of large and small muscles. <u>Benchmark 19.A.ECa:</u> Engage in active play using gross and fine motor skills. <u>Benchmark 19.A.ECb:</u> Move with balance and control in a range of physical activities. <u>Benchmark 19.A.ECc:</u> Use strength and control to accomplish tasks. <u>Benchmark 19.A.ECd:</u> Use eye-hand coordination to perform tasks. <u>Benchmark 19.A.ECe:</u> Use writing and drawing tools with some control.
Standard 19.B: Analyze various movement concepts and applications. <u>Benchmark 19.B.ECa:</u> Coordinate movements to perform complex tasks.	Standard 19.B: Demonstrate awareness and coordination of body movements. <u>Benchmark 19.B.ECa:</u> Coordinate movements to perform complex tasks. <u>Benchmark 19.B.ECb:</u> Demonstrate body awareness when moving in different spaces. <u>Benchmark 19.B.ECc:</u> Combine large motor movements with and without the use of equipment.
Standard 19.C: Demonstrate knowledge of rules, safety and strategies during physical activity. <u>Benchmark 19.C.ECa:</u> Follow simple safety rules while participating in activities.	Standard 19.C: Demonstrate knowledge of rules and safety during physical activity. <u>Benchmark 19.C.ECa:</u> Follow simple safety rules while participating in activities.
GOAL 20: Physical Fitness Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	GOAL 20: Physical Fitness Develop habits for life-long fitness.

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
<p>Standard 20.A: Know and apply the principles and components of health-related fitness.</p> <p><u>Benchmark 20.A.ECa:</u> Participate in developmental activities related to physical fitness.</p>	<p>Standard 20.A: Achieve and maintain a health-enhancing level of physical fitness.</p> <p><u>Benchmark 20.A.ECa:</u> Participate in activities to enhance physical fitness.</p> <p><u>Benchmark 20.A.ECb:</u> Exhibit increased physical activity levels.</p>
<p>Standard 20.B: Assess individual fitness levels.</p> <p><u>Benchmark 20.B.ECa:</u> Exhibit increased endurance.</p>	<p>Standard 20.B: N/A</p>
<p>Standard 20.C: N/A</p>	<p>Standard 20.C: N/A</p>
<p>GOAL 21: Group Activity</p> <p>Develop team-building skills by working with others through physical activity.</p>	<p>GOAL 21: Group Activity</p> <p>Develop team-building skills by working with others through physical activity.</p>
<p>Standard 21.A: Demonstrate individual responsibility during group physical activities.</p> <p><u>Benchmark 21.A.ECa:</u> Follow rules and procedures when participating in group physical activities.</p> <p><u>Benchmark 21.A.ECb:</u> Follow directions, with occasional adult reminders, during group activities.</p>	<p>Standard 21.A: Demonstrate individual responsibility during group physical activities.</p> <p><u>Benchmark 21.A.ECa:</u> Follow rules and procedures when participating in group physical activities.</p> <p><u>Benchmark 21.A.ECb:</u> Follow directions, with occasional adult reminders, during group activities.</p>
<p>Standard 21.B: Demonstrate cooperative skills during structured group physical activity.</p> <p><u>Benchmark 21.ABECa:</u> Demonstrate ability to cooperate with others during group physical activities.</p>	<p>Standard 21.B: Demonstrate cooperative skills during structured group physical activity.</p> <p><u>Benchmark 21.B.ECa:</u> Demonstrate ability to cooperate with others during group physical activities.</p>
<p>GOAL 22: Healthy Living</p> <p>Understand principles of health promotion and the prevention and treatment of illness and injury.</p>	<p>GOAL 22: Healthy Living</p> <p>Understand principles of health promotion and the prevention and treatment of illness and injury.</p>
<p>Standard 22.A: Explain the basic principles of health promotion, illness prevention and safety.</p> <p><u>Benchmark 22.A.ECa:</u> Participate in simple practices that promote healthy living and prevent illness.</p>	<p>Standard 22.A: Explain the basic principles of health promotion, illness prevention, treatment and safety.</p> <p><u>Benchmark 22.A.ECa:</u> Identify simple practices that promote healthy living and prevent illness.</p> <p><u>Benchmark 22.A.ECb:</u> Demonstrate personal</p>

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
	care and hygiene skills, with adult reminders. <u>Benchmark 22.A.ECc</u> : Identify and follow basic safety rules.
Standard 22.B: N/A	Standard 22.B: N/A
Standard 22.C: N/A	Standard 22.C: N/A
GOAL 23: Human Body and Growth Understand human body systems and factors that influence growth and development.	GOAL 23: Human Body and Growth Understand human body systems and factors that influence growth and development.
Standard 23.A: Describe and explain the structure and functions of human body systems and how they interrelate. <u>Benchmark 23.A.ECa</u> : Identify body parts and their functions.	Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate. <u>Benchmark 23.A.ECa</u> : Identify body parts and their functions.
Standard 23.B: Explain the effects of health-related actions on the body systems. <u>Benchmark 23.B.ECa</u> : Act independently in caring for personal hygiene needs.	Standard 23.B: Identify ways to keep the body healthy. <u>Benchmark 23.B.ECa</u> : Identify examples of healthy habits. <u>Benchmark 23.B.ECb</u> : Identify healthy and non-healthy foods and explain the effect of these foods on the body.
Standard 23.C: N/A	Standard 23.C: N/A
GOAL 24: Healthy Communication and Decision-Making Promote and enhance health and well-being through the use of effective communication and decision-making skills.	GOAL 24: Healthy Communication and Decision-Making Promote and enhance health and well-being through the use of effective communication and decision-making skills.
Standard 24.A: Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <u>Benchmark 24.A.ECa</u> : Use appropriate communication skills when expressing needs, wants and feelings. <u>Benchmark 24.A.ECb</u> : Use socially acceptable ways to resolve conflict.	Standard 24.A: Covered in Social Emotional Development
Standard 24.B: N/A	Standard 24.B: N/A

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
<p>Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> <p><u>Benchmark 24.C.ECa:</u> Participate in activities to learn to avoid dangerous situations.</p>	<p>Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> <p><u>Benchmark 24.C.ECa:</u> Participate in activities to learn to avoid dangerous situations</p>

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
CREATIVE ARTS	THE ARTS
GOAL 25: Language Of The Arts Know the language of the arts.	GOAL 25: Explore and Respond Gain exposure to and explore the arts.
Standard 25.A: Understand the sensory elements, organizational principles and expressive qualities of the arts. <u>Benchmark 25.A.ECa:</u> Dance: Investigate the elements of dance. <u>Benchmark 25.A.ECb:</u> Drama: Investigate the elements of drama. <u>Benchmark 25.A.ECc:</u> Music: Investigate the elements of music. <u>Benchmark 25.A.ECd:</u> Visual Arts: Investigate the elements of visual arts.	Standard 25.A: Investigate, begin to appreciate and participate in the arts. <u>Benchmark 25.A.ECa:</u> Movement and Dance: Build awareness of, explore and participate in dance and creative movement activities. <u>Benchmark 25.A.ECb:</u> Drama: Begin to appreciate and participate in dramatic activities. <u>Benchmark 25.A.ECc:</u> Music: Begin to appreciate and participate in music activities. <u>Benchmark 25.A.ECd:</u> Visual Arts: Investigate and participate in activities using visual arts materials.
Standard 25.B: Understand the similarities, distinctions and connections in and among the arts. <u>Benchmark 25.B.ECa:</u> Describe or respond to own creative work or the creative work of others.	Standard 25.B: Display an awareness of some distinct characteristics of the arts. <u>Benchmark 25.B.ECa:</u> Describe or respond to their own creative work or the creative work of others.
GOAL 26: Language Of The Arts Understand processes, traditional tools and modern technologies used in the arts.	GOAL 26: Self-Expression Understand that the arts can be used to communicate ideas and emotions.
Standard 26.A: Understand the sensory elements, organizational principles and expressive qualities of the arts. <u>Benchmark 26.A.ECa:</u> Dance: Participate in dance activities. <u>Benchmark 26.A.ECb:</u> Drama: Participate in drama activities. <u>Benchmark 26.A.ECc:</u> Music: Participate in music activities. <u>Benchmark 26.A.ECd:</u> Visual Arts: Participate in the visual arts.	Standard 26.A: N/A
Standard 26.B: Apply skills and knowledge necessary to create and	Standard 26.B: Understand ways to express meaning through the arts.

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
perform in one or more of the arts. <u>Benchmark 26.B.ECa</u> : Use creative arts as an avenue for self-expression.	<u>Benchmark 26.B.ECa</u> : Use creative arts as an avenue for self-expression.
GOAL 27: N/A	GOAL 27: N/A

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
FOREIGN LANGUAGE	ENGLISH LANGUAGE LEARNER HOME LANGUAGE DEVELOPMENT
GOAL 28: Use Language Use the target language to communicate within and beyond the classroom setting.	GOAL 28: Use Language Use the home language to communicate within and beyond the classroom.
Standard 28.A: Understand oral communication in the target language. <u>Benchmark 25.A.ECa:</u> Maintain the native language for use in a variety of purposes.	Standard 28.A: Use the home language at age appropriate levels for a variety of social and academic purposes. <u>Benchmark 28.A.ECa:</u> May demonstrate progress on IELS benchmarks through home language. <u>Benchmark 28.A.ECb:</u> Use home language in family, community and early childhood settings. <u>Benchmark 28.A.ECc:</u> Use individual and/or family identities to develop cross cultural understanding in home language.
Standard 28.B: N/A	Standard 28.B: N/A
Standard 28.C: N/A	Standard 28.C: N/A
Standard 28.D: N/A	Standard 28.D: N/A
GOAL 29: Language and Customs Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.	GOAL 29: Language and Customs Use the home language to make connections and reinforce knowledge and skills across academic and social areas.
Standard 29.A: N/A	Standard 29.A: Use the home language in order to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills. <u>Benchmark 29.A.ECa:</u> Use home cultural and linguistic knowledge to construct new concepts. <u>Benchmark 29.A.ECb:</u> Begin to bridge home language and English in order to demonstrate progress in meeting IELS. <u>Benchmark 29.A.ECc:</u> Exhibit foundational

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
	literacy skills in home language to foster transfer to English.
Standard 29.B: N/A	Standard 29.B: N/A
Standard 29.C: N/A	Standard 29.C: N/A
Standard 29.D: N/A	Standard 29.D: N/A
Standard 29.E: N/A	Standard 29.E: N/A
GOAL 30: Language in Other Areas Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.	GOAL : N/A
Standard 30.A: Use the target language to reinforce and further knowledge of other disciplines. <u>Benchmark 30.A.ECa:</u> Use and maintain the native language in order to build upon and develop transferable language and literacy skills.	Standard 30.A: N/A
Standard 30.B: N/A	Standard 30.B: N/A

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
SOCIAL/EMOTIONAL LEARNING	SOCIAL/EMOTIONAL LEARNING
<p>GOAL 31: Self-Awareness Develop an awareness of personal identity and positive self-concept.</p>	<p>GOAL 30: Self-Awareness Develop self-management skills to achieve school and life success and develop positive relationships with others.</p>
<p>Standard 31.A: Develop a positive self-concept. <u>Benchmark 31.A.ECa:</u> Describe self by using several basic characteristics. <u>Benchmark 31.A.ECb:</u> Exhibit eagerness and curiosity as a learner. <u>Benchmark 31.A.ECc:</u> Exhibit persistence and creativity in seeking solutions to problems. <u>Benchmark 31.A.ECd:</u> Show some initiative and independence in actions. <u>Benchmark 31.A.ECe:</u> Use appropriate communication skills when expressing needs, wants and feelings.</p>	<p>Standard 30.A: Identify and manage one's emotions and behavior. <u>Benchmark 30.A.ECa:</u> Recognize and label basic emotions. <u>Benchmark 30.A.ECb:</u> Use appropriate communication skills when expressing needs, wants and feelings. <u>Benchmark 30.A.ECc:</u> Express feelings that are appropriate to the situation. <u>Benchmark 30.A.ECd:</u> Begin to understand and follow rules. <u>Benchmark 30.A.ECe:</u> Use materials with purpose, safety and respect. <u>Benchmark 30.A.ECf:</u> Begin to understand the consequences of his or her behavior.</p>
<p>Standard 31.B: N/A</p>	<p>Standard 30.B: Recognize own uniqueness and personal qualities. <u>Benchmark 30.B.ECa:</u> Describe self using several basic characteristics.</p>
<p>Standard 31.C: N/A</p>	<p>Standard 30.C: Demonstrate skills related to successful personal and school outcomes. <u>Benchmark 30.C.ECa:</u> Exhibit eagerness and curiosity as a learner. <u>Benchmark 30.C.ECb:</u> Demonstrate persistence and creativity in seeking solutions to problems. <u>Benchmark 30.C.ECc:</u> Show some initiative, self- direction and independence in actions. <u>Benchmark 30.C.ECd:</u> Demonstrate engagement and sustained attention in activities.</p>

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
<p>GOAL 32: Social Awareness Demonstrate a respect and a responsibility for self and others.</p>	<p>GOAL 31: Social Awareness and Interaction Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>
<p>Standard 32.A: Perform effectively as an individual. <u>Benchmark 32.A.ECa:</u> Begin to understand and follow rules. <u>Benchmark 32.A.ECb:</u> Manage transitions and begin to adapt to change in routines. <u>Benchmark 32.A.ECc:</u> Show empathy and caring for others. <u>Benchmark 32.A.ECd:</u> Use the classroom environment purposefully and respectfully.</p>	<p>Standard 31.A: Develop positive relationships with peers and adults. <u>Benchmark 31.A.ECa:</u> Show empathy, sympathy and caring for others. <u>Benchmark 31.A.ECb:</u> Recognize the feelings and perspectives of others. <u>Benchmark 31.A.ECc:</u> Interact easily with familiar adults. <u>Benchmark 31.A.ECd:</u> Demonstrate attachment to familiar adults. <u>Benchmark 31.A.ECe:</u> Develop positive relationships with peers.</p>
<p>Standard 32.B: Perform effectively as a member of a group. <u>Benchmark 32.B.ECa:</u> Engage in cooperative group play. <u>Benchmark 32.B.ECb:</u> Begin to share materials and experiences and take turns. <u>Benchmark 32.B.ECc:</u> Respect the rights of self and others. <u>Benchmark 32.B.ECd:</u> Develop relationships with children and adults.</p>	<p>Standard 31.B: Use communication and social skills to interact effectively with others. <u>Benchmark 31.B.ECa:</u> Interact verbally and nonverbally with other children. <u>Benchmark 31.B.ECb:</u> Engage in cooperative group play. <u>Benchmark 31.B.ECc:</u> Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.</p>
<p>Standard 32.C: N/A</p>	<p>Standard 31.C: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways. <u>Benchmark 31.C.ECa:</u> Begin to share materials and experiences and take turns. <u>Benchmark 31.C.ECb:</u> Solve simple conflicts with peers with independence, using gestures or words. <u>Benchmark 31.C.ECc:</u> Seek adult help when needed to resolve conflict.</p>

Original Illinois Early Learning Standards	Illinois Early Learning and Development Standards (DRAFT)
Standard 32.D: N/A	Standard 31.D: N/A
GOAL 33: N/A	GOAL 32: Decision-making Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.
Standard 33.A: N/A	Standard 32.A: Begin to consider ethical, safety and societal factors in making decisions. <u>Benchmark 32.A.ECa:</u> Participate in discussions about why rules exist. <u>Benchmark 32.A.ECb:</u> Follow rules and make good choices about behavior.
Standard 33.B: N/A	Standard 32.B: Apply decision-making skills to deal responsibly with daily academic and social situations. <u>Benchmark 32.B.ECa:</u> Participate in discussions about finding alternative solutions to problems.
	Standard 32.C: Contribute to the well-being of one’s school and community. <i>Covered in Social Studies, Standard 14.A</i>