



Crosswalk

**Original (2002)
Illinois Early Learning Standards**

AND

**Illinois Early Learning and
Development Standards (IELDS)
3 Years Old to Kindergarten Enrollment Age**

REVISED 2013

Table of Contents

3 | Language Arts

7 | Mathematics

11 | Science

13 | Social Science (2002) / Social Studies (2013)

15 | Physical Development and Health

17 | Fine Arts (2002) / The Arts (2013)

19 | Foreign Language (2002) / English Language Learner Home
Language Development (2013)

21 | Social/Emotional Development

Introduction

This “crosswalk” table has two main purposes. First, it can help teachers replace the 2002 benchmarks in their older lesson plans with equivalent or similar 2013 Illinois Early Learning and Development benchmarks. It also gives a sense of how the structure and content of the benchmarks have changed from the original 2002 benchmarks to the 2013 revisions incorporating the Common Core Standards.

Because this crosswalk is principally aimed at helping teachers adapt existing lesson plans, we are listing every 2002 benchmark in the left column. Across from each 2002 benchmark is one or more similar or equivalent 2013 benchmark.

In some cases, an original 2002 benchmark has no equivalent in the 2013 IELDS. Likewise, some 2013 benchmarks are so different from all 2002 benchmarks that they have no equivalent and do not appear in the crosswalk.

Language Arts

ORIGINAL (2002)

REVISED (2013)

1.A.ECa: Understand that pictures and symbols have meaning and that print carries a message.

NONE

1.A.ECb: Understand that reading progresses from left to right and top to bottom.

4.A.ECb: Begin to follow words from left to right, top to bottom, and page by page.

1.A.ECc: Identify labels and signs in the environment.

4.D.ECa: Recognize own name and common signs and labels in the environment.

1.A.ECd: Identify some letters, including those in own name.

4.B.ECb: Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.

1.A.ECe: Make some letter-sound matches.

4.D.ECb: With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.

1.B.ECa: Predict what will happen next using pictures and content for guides.

NONE

1.B.ECb: Begin to develop phonological awareness by participating in rhyming activities.

4.C.ECb: With teacher assistance, recognize and match words that rhyme.

1.B.ECc: Recognize separable and repeating sounds in spoken language.

4.C.ECf: With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).

1.C.ECa: Retell information from a story.

2.B.ECb: With teacher assistance, retell familiar stories with three or more key events.

1.C.ECb: Respond to simple questions about reading material.

2.B.ECa: With teacher assistance, ask and answer questions about books read aloud.

3.A.ECa: With teacher assistance, ask and answer questions about details in a nonfiction book.

1.C.ECc: Demonstrate understanding of literal meaning of stories by making comments.

2.A.ECa: Engage in book-sharing experiences with purpose and understanding.

ORIGINAL (2002)

REVISED (2013)

2.A.EC: Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.

2.C.ECa: Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).

2.B.EC: Show independent interest in reading-related activities.

2.A.ECb: Look at books independently, pretending to read.

3.A.EC: Use scribbles, approximations of letters, or known letters to represent written language.

5.A.ECb: Use scribbles, letterlike forms, or letters/words to represent written language.

3.B.EC: Dictate stories and experiences.

5.B.ECa: With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.

3.C.EC: Use drawing and writing skills to convey meaning and information.

5.B.ECa: With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.

5.B.ECb: With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

5.B.ECc: With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.

4.A.EC: Listen with understanding and respond to directions and conversations.

1.A.ECa: Follow simple one-, two- and three-step directions.

1.A.ECb: Respond appropriately to questions from others.

1.A.ECc: Provide comments relevant to the context.

1.B.ECd: Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).

ORIGINAL (2002)

REVISED (2013)

4.B.EC: Communicate needs, ideas and thoughts.

1.B.ECa: Use language for a variety of purposes.

1.B.ECb: With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.

1.B.ECc: Continue a conversation through two or more exchanges.

1.C.ECa: Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.

5.A.EC: Seek answers to questions through active exploration.

5.C.ECa: Participate in group projects or units of study designed to learn about a topic of interest.

5.B.EC: Relate prior knowledge to new information.

NONE

5.C.EC: Communicate information with others.

5.C.ECb: With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.

Mathematics

ORIGINAL (2002)

REVISED (2013)

6.A.ECa: Use concepts that include number recognition, counting and one-to-one correspondence.

6.A.ECa: Count with understanding and recognize “how many” in small sets up to 5.

6.B.ECa: Recognize that numbers (or sets of objects) can be combined or separated to make another number.

6.A.ECe: Differentiate numerals from letters and recognize some single-digit written numerals.

6.A.ECf: Verbally recite numbers from 1 to 10.

6.A.ECb: Count with understanding and recognize “how many” in sets of objects.

6.A.ECa: Count with understanding and recognize “how many” in small sets up to 5.

6.B.EC: Solve simple mathematical problems.

6.B.ECd: Informally solve simple mathematical problems presented in a meaningful context.

6.C.ECa: Explore quantity and number.

6.A.ECd: Connect numbers to quantities they represent using physical models and informal representations.

6.B.ECa: Recognize that numbers (or sets of objects) can be combined or separated to make another number.

6.B.ECd: Informally solve simple mathematical problems presented in a meaningful context.

6.C.ECb: Connect numbers to quantities they represent using physical models and representations.

6.A.ECd: Connect numbers to quantities they represent using physical models and informal representations.

6.D.EC: Make comparisons of quantities.

6.D.ECa: Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.

7.A.ECa: Demonstrate a beginning understanding of measurement using non-standard units and measurement words.

7.A.ECb: Use nonstandard units to measure attributes such as length and capacity.

7.A.ECc: Use vocabulary that describes and compares length, height, weight, capacity, and size.

7.A.ECb: Construct a sense of time through participation in daily activities.

7.A.ECd: Begin to construct a sense of time through participation in daily activities.

ORIGINAL (2002)

REVISED (2013)

7.B.EC: Show understanding of and use comparative words.

6.D.ECb: Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”.

7.C.EC: Incorporate estimating and measuring activities into play.

7.B.ECa: Practice estimating in everyday play and everyday measurement problems.

8.A.EC: Sort and classify objects by a variety of properties.

8.A.ECa: Sort, order, compare, and describe objects according to characteristics or attribute(s).

8.B.ECa: Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.

8.A.ECb: Recognize, duplicate, extend, and create simple patterns in various formats.

8.B.ECb: Begin to order objects in series or rows.

8.A.ECa: Sort, order, compare, and describe objects according to characteristics or attribute(s).

8.C.EC: Participate in situations that involve addition and subtraction using manipulatives.

6.B.ECb: Show understanding of how to count out and construct sets of objects of a given number up to 5.

6.B.ECc: Identify the new number created when small sets (up to 5) are combined or separated.

6.B.ECd: Informally solve simple mathematical problems presented in a meaningful context.

8.D.EC: Describe qualitative change, such as measuring to see who is growing taller.

NONE

9.A.EC: Recognize geometric shapes and structures in the environment.

9.A.ECa: Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).

9.B.EC: Find and name locations with simple words, such as “near”.

9.B.ECb: Use appropriate vocabulary for identifying location and ordinal position.

ORIGINAL (2002)

REVISED (2013)

10.A.ECa: Represent data using concrete objects, pictures, and graphs.

10.B.ECa: Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.

10.A.ECb: Make predictions about what will happen next.

10.A.ECb: Gather data about themselves and their surroundings to answer meaningful questions.

10.B.EC: Gather data about themselves and their surroundings.

10.A.ECb: Gather data about themselves and their surroundings to answer meaningful questions.

Science

ORIGINAL (2002)

REVISED (2013)

11.A.ECa: Use senses to explore and observe materials and natural phenomena.

NONE

11.A.ECb: Collect, describe and record information.

11.A.ECd: Collect, describe, compare, and record information from observations and investigations.

11.B.ECa: Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.

13.B.ECa: Use nonstandard and standard scientific tools for investigation.

13.B.ECb: Become familiar with technological tools that can aid in scientific inquiry.

11.B.ECb: Become familiar with the use of devices incorporating technology.

13.B.ECb: Become familiar with technological tools that can aid in scientific inquiry.

12.A.ECa: Investigate and categorize living things in the environment.

12.A.ECa: Observe, investigate, describe, and categorize living things.

12.A.ECb: Show an awareness of changes that occur in themselves and their environment.

12.A.ECb: Show an awareness of changes that occur in oneself and the environment.

12.B.EC: Describe and compare basic needs of living things.

12.B.ECa: Describe and compare basic needs of living things.

12.C.EC: Make comparisons among objects that have been observed.

12.C.ECa: Identify, describe, and compare the physical properties of objects.

12.D.EC: Describe the effects of forces in nature (e.g., wind, gravity and magnetism).

12.D.ECa: Describe the effects of forces in nature.

12.E.ECa: Use common weather-related vocabulary (e.g., rainy, snowy, sunny, windy).

12.F.ECa: Observe and discuss changes in weather and seasons using common vocabulary.

ORIGINAL (2002)	REVISED (2013)
12.E.ECb: Participate in recycling in their environment.	12.E.ECb: Participate in discussions about simple ways to take care of the environment.
12.F.EC: Identify basic concepts associated with night/day and seasons.	12.F.ECa: Observe and discuss changes in weather and seasons using common vocabulary.
13.A.EC: Begin to understand basic safety practices.	13.A.ECa: Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.
13.B.ECa: Express wonder and ask questions about their world.	11.A.ECa: Express wonder and curiosity about their world by asking questions, solving problems, and designing things.
13.B.ECb: Begin to be aware of technology and how it affects their lives.	NONE

Social Science (2002) / Social Studies (2013)

ORIGINAL (2002)

REVISED (2013)

14.A.EC: Recognize the reasons for rules.

14.A.ECa: Recognize the reasons for rules in the home and early childhood environment and for laws in the community.

14.C.EC: Participate in voting as a way of making choices.

14.C.ECa: Participate in voting as a way of making choices.

14.D.EC: Develop an awareness of roles of leaders in their environment.

14.D.ECa: Develop an awareness of what it means to be a leader.

15.A.EC: Identify community workers and the services they provide.

15.A.ECa: Describe some common jobs and what is needed to perform those jobs.

15.A.ECb: Discuss why people work.

15.D.EC: Begin to understand the use of trade to obtain goods and services.

15.D.ECa: Begin to understand the use of trade or money to obtain goods and services.

16.A.EC: Recall information about the immediate past.

16.A.ECa: Recall information about the immediate past.

17.A.ECa: Locate objects and places in familiar environments.

17.A.ECa: Locate objects and places in familiar environments.

17.A.ECb: Express beginning geographic thinking.

17.A.ECb: Express beginning geographic thinking.

18.A.EC: Recognize similarities and differences in people.

18.A.ECa: Recognize similarities and differences in people.

18.B.EC: Understand that each of us belongs to a family and recognize that families vary.

18.B.ECa: Understand that each of us belongs to a family and recognize that families vary.

Physical Development and Health

ORIGINAL (2002)	REVISED (2013)
19.A.ECa: Engage in active play using gross motor skills.	19.A.ECa: Engage in active play using gross- and fine-motor skills.
19.A.ECb: Engage in active play using fine motor skills.	19.A.ECa: Engage in active play using gross- and fine-motor skills.
19.B.EC: Coordinate movements to perform complex tasks.	19.B.ECa: Coordinate movements to perform complex tasks.
19.C.EC: Follow simple safety rules while participating in activities.	19.C.ECa: Follow simple safety rules while participating in activities.
20.A.EC: Participate in developmental activities related to physical fitness.	20.A.ECa: Participate in activities to enhance physical fitness.
20.B.EC: Exhibit increased endurance.	NONE
21.A.EC: Follow rules and procedures when participating in group physical activities.	21.A.ECa: Follow rules and procedures when participating in group physical activities.
21.B.EC: Demonstrate ability to cooperate with others during group physical activities.	21.B.ECa: Demonstrate ability to cooperate with others during group physical activities.
22.A.EC: Participate in simple practices that promote healthy living and prevent illness.	22.A.ECa: Identify simple practices that promote healthy living and prevent illness.
23.A.EC: Identify body parts and their functions.	23.A.ECa: Identify body parts and their functions.
23.B.EC: Act independently in caring for personal hygiene needs.	22.A.ECb: Demonstrate personal care and hygiene skills, with adult reminders.
24.A.ECa: Use appropriate communication skills when expressing needs, wants and feelings.	30.A.ECb: Use appropriate communication skills when expressing needs, wants, and feelings.

ORIGINAL (2002)

REVISED (2013)

24.A.ECb: Use socially acceptable ways to resolve conflict.

31.C.ECb: Solve simple conflicts with peers with independence, using gestures or words.

31.C.ECc: Seek adult help when needed to resolve conflict.

24.C.EC: Participate in activities to learn to avoid dangerous situations.

19.C.ECa: Follow simple safety rules while participating in activities.

22.A.ECc: Identify and follow basic safety rules.

24.C.ECa: Participate in activities to learn to avoid dangerous situations.

32.A.ECb: Follow rules and make good choices about behavior.

Fine Arts (2002) / The Arts (2013)

ORIGINAL (2002)

REVISED (2013)

25.A.ECa: Dance: Investigate the elements of dance.

25.A.ECa: Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.

25.A.ECb: Drama: Investigate the elements of drama.

25.A.ECb: Drama: Begin to appreciate and participate in dramatic activities.

25.A.ECc: Music: Investigate the elements of music.

25.A.ECc: Music: Begin to appreciate and participate in music activities.

25.A.ECd: Visual Arts: Investigate the elements of visual arts.

25.A.ECd: Visual Arts: Investigate and participate in activities using visual arts materials.

25.B.EC: Describe or respond to their own creative work or the creative work of others.

25.B.ECa: Describe or respond to their creative work or the creative work of others.

26.A.ECa: Dance: Participate in dance activities.

25.A.ECa: Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.

26.A.ECb: Drama: Participate in drama activities.

25.A.ECb: Drama: Begin to appreciate and participate in dramatic activities.

26.A.ECc: Music: Participate in music activities.

25.A.ECc: Music: Begin to appreciate and participate in music activities.

26.A.ECd: Visual Arts: Participate in the visual arts.

25.A.ECd: Visual Arts: Investigate and participate in activities using visual arts materials.

26.B.EC: Use creative arts as an avenue for self-expression.

26.B.ECa: Use creative arts as an avenue for self-expression.

Foreign Language (2002) / English Language Learner Home Language Development (2013)

ORIGINAL (2002)

REVISED (2013)

28.A.EC: Maintain the native language for use in a variety of purposes.

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

30.A.EC: Use and maintain the native language in order to build upon and develop transferable language and literacy skills.

29.A.ECc: Exhibit foundational literacy skills in home language to foster transfer to English.

Social/Emotional Development

ORIGINAL (2002)	REVISED (2013)
31.A.ECa: Describe self by using several basic characteristics.	30.B.ECa: Describe self using several basic characteristics.
31.A.ECb: Exhibit eagerness and curiosity as a learner.	30.C.ECa: Exhibit eagerness and curiosity as a learner.
31.A.ECc: Exhibit persistence and creativity in seeking solutions to problems.	30.C.ECb: Demonstrate persistence and creativity in seeking solutions to problems.
31.A.ECd: Show some initiative and independence in actions.	30.C.ECc: Show some initiative, self-direction, and independence in actions.
31.A.ECe: Use appropriate communication skills when expressing needs, wants and feelings.	30.A.ECb: Use appropriate communication skills when expressing needs, wants, and feelings.
32.A.ECa: Begin to understand and follow rules.	30.A.ECd: Begin to understand and follow rules. 32.A.ECb: Follow rules and make good choices about behavior.
32.A.ECb: Manage transitions and begin to adapt to change in routines.	NONE
32.A.ECc: Show empathy and caring for others.	31.A.ECa: Show empathy, sympathy, and caring for others.
32.A.ECd: Use the classroom environment purposefully and respectfully.	30.A.ECe: Use materials with purpose, safety, and respect.
32.B.ECa: Engage in cooperative group play.	31.B.ECb: Engage in cooperative group play.
32.B.ECb: Begin to share materials and experiences and take turns.	31.C.ECa: Begin to share materials and experiences and take turns.

ORIGINAL (2002)

REVISED (2013)

32.B.ECc: Respect the rights of self and others.

NONE

32.B.ECd: Develop relationships with children and adults.

31.A.ECc: Interact easily with familiar adults.

31.B.ECa: Interact verbally and nonverbally with other children.



ILLINOIS STATE BOARD OF EDUCATION
100 N. First Street
Springfield, Illinois 62777-0001
www.isbe.net