

# Illinois Early Learning and Development Standards

## Preschool Benchmarks

### Language Arts (In alignment with Common Core Standards.)



- Follow simple one-, two- and three-step directions.
- Respond appropriately to questions from others.
- Provide comments relevant to the context.
- Identify emotions from facial expressions and body language.
- Use language for a variety of purposes.
- 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.
- Continue a conversation through two or more exchanges.
- Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).
- Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.
- With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.
- Speak using age-appropriate conventions of Standard English grammar and usage.
- Understand and use question words in speaking.
- With teacher assistance, begin to use increasingly complex sentences.
- Exhibit curiosity and interest in learning new words heard in conversations and books.
- With teacher assistance, use new words acquired through conversations and book-sharing experiences.
- With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).
- With teacher assistance, use adjectives to describe people, places, and things.
- Engage in book-sharing experiences with purpose and understanding.
- Look at books independently, pretending to read.
- With teacher assistance, ask and answer questions about books read aloud.
- With teacher assistance, retell familiar stories with three or more key events.
- With teacher assistance, identify main character(s) of the story.
- Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).
- Identify the front and back covers of books and display the correct orientation of books and page-turning skills.
- With teacher assistance, describe the role of an author and illustrator.
- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
- With teacher assistance, compare and contrast two stories relating to the same topic.
- With teacher assistance, ask and answer questions about details in a nonfiction book.
- With teacher assistance, retell detail(s) about main topic in a nonfiction book.
- With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.
- Recognize the differences between print and pictures.
- Begin to follow words from left to right, top to bottom, and page by page.
- Recognize the one-to-one relationship between spoken and written words.
- Understand that words are separated by spaces in print.
- Recognize that letters are grouped to form words.
- Differentiate letters from numerals.
- With teacher assistance, recite the alphabet.
- Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
- With teacher assistance, match some upper/lowercase letters of the alphabet.
- With teacher assistance, begin to form some letters of the alphabet, especially those in own name.
- Recognize that sentences are made up of separate words.
- With teacher assistance, recognize and match words that rhyme.
- Demonstrate ability to segment and blend syllables in words (e.g., "trac/tor, tractor").
- With teacher assistance, isolate and pronounce the initial sounds in words.
- With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).
- With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).
- With teacher assistance, begin to manipulate sounds (phonemes) in one-syllable words (e.g., changing cat to hat to mat).
- Recognize own name and common signs and labels in the environment.
- With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.
- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
- Experiment with writing tools and materials.
- Use scribbles, letter-like forms, or letters/words to represent written language.
- With teacher assistance, write own first name using appropriate upper/lowercase letters.
- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.
- 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.
- With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
- Participate in group projects or units of study designed to learn about a topic of interest.
- With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.

### Mathematics (In alignment with Common Core Standards.)



- Count with understanding and recognize "how many" in small sets up to 5.
- Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.
- Understand and appropriately use informal or everyday terms that mean zero, such as "none" or "nothing".
- Connect numbers to quantities they represent using physical models and informal representations.
- Differentiate numerals from letters and recognize some single-digit written numerals.
- Verbally recite numbers from 1 to 10.
- Be able to say the number after another in the series up to 9 when given a "running start," as in "What comes after one, two, three, four...?"
- Recognize that numbers (or sets of objects) can be combined or separated to make another number.
- Show understanding of how to count out and construct sets of objects of a given number up to 5.
- Identify the new number created when small sets (up to 5) are combined or separated.
- Informally solve simple mathematical problems presented in a meaningful context.
- Fairly share a set of up to 10 items between two children.
- Estimate number of objects in a small set.
- Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice.
- Describe comparisons with appropriate vocabulary, such as "more", "less", "greater than", "fewer", "equal to", or "same as".
- Compare, order, and describe objects according to a single attribute.
- Use nonstandard units to measure attributes such as length and capacity.
- Use vocabulary that describes and compares length, height, weight, capacity, and size.
- Begin to construct a sense of time through participation in daily activities.
- Practice estimating in everyday play and everyday measurement problems.
- With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.
- Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.
- Sort, order, compare, and describe objects according to characteristics or attribute(s).
- Recognize, duplicate, extend, and create simple patterns in various formats.
- With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.
- Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).
- Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).
- Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.
- Combine two-dimensional shapes to create new shapes.
- Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).
- Show understanding of location and ordinal position.
- Use appropriate vocabulary for identifying location and ordinal position.
- With teacher assistance, come up with meaningful questions that can be answered through gathering information.
- Gather data about themselves and their surroundings to answer meaningful questions.
- Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.
- Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.
- Describe likelihood of events with appropriate vocabulary, such as "possible", "impossible", "always", and "never".

### Science



- Express wonder and curiosity about their world by asking questions, solving problems, and designing things.
- Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.
- Plan and carry out simple investigations.
- Collect, describe, compare, and record information from observations and investigations.
- Use mathematical and computational thinking.
- Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.
- Generate explanations and communicate ideas and/or conclusions about their investigations.
- Observe, investigate, describe, and categorize living things.
- Show an awareness of changes that occur in oneself and the environment.
- Describe and compare basic needs of living things.
- Show respect for living things.
- Identify, describe, and compare the physical properties of objects.
- Experiment with changes in matter when combined with other substances.
- Describe the effects of forces in nature.
- Explore the effect of force on objects in and outside the early childhood environment.
- Observe and describe characteristics of earth, water, and air.
- Participate in discussions about simple ways to take care of the environment.
- Observe and discuss changes in weather and seasons using common vocabulary.
- Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.
- Use nonstandard and standard scientific tools for investigation.
- Become familiar with technological tools that can aid in scientific inquiry.

### Physical Development & Health



- Engage in active play using gross- and fine-motor skills.
- Move with balance and control in a range of physical activities.
- Use strength and control to accomplish tasks.
- Use eye-hand coordination to perform tasks.
- Use writing and drawing tools with some control.
- Coordinate movements to perform complex tasks.
- Demonstrate body awareness when moving in different spaces.
- Combine large motor movements with and without the use of equipment.
- Follow simple safety rules while participating in activities.
- Participate in activities to enhance physical fitness.
- Exhibit increased levels of physical activity.
- Follow rules and procedures when participating in group physical activities.
- Follow directions, with occasional adult reminders, during group activities.
- Demonstrate ability to cooperate with others during group physical activities.
- Identify simple practices that promote healthy living and prevent illness.
- Demonstrate personal care and hygiene skills, with adult reminders.
- Identify and follow basic safety rules.
- Identify body parts and their functions.
- Identify examples of healthy habits.
- Identify healthy and non-healthy foods and explain the effect of these foods on the body.
- Participate in activities to learn to avoid dangerous situations.

### Social/Emotional Development



- Recognize and label basic emotions.
- Use appropriate communication skills when expressing needs, wants, and feelings.
- Express feelings that are appropriate to the situation.
- Begin to understand and follow rules.
- Use materials with purpose, safety, and respect.
- Begin to understand the consequences of his or her behavior.
- Describe self using several basic characteristics.
- Exhibit eagerness and curiosity as a learner.
- Demonstrate persistence and creativity in seeking solutions to problems.
- Show some initiative, self-direction, and independence in actions.
- Demonstrate engagement and sustained attention in activities.
- Show empathy, sympathy, and caring for others.
- Recognize the feelings and perspectives of others.
- Interact easily with familiar adults.
- Demonstrate attachment to familiar adults.
- Develop positive relationships with peers.
- Interact verbally and nonverbally with other children.
- Engage in cooperative group play.
- Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.
- Begin to share materials and experiences and take turns.
- Solve simple conflicts with peers with independence, using gestures or words.
- Seek adult help when needed to resolve conflict.
- Participate in discussions about why rules exist.
- Follow rules and make good choices about behavior.
- Participate in discussions about finding alternative solutions to problems.

### English Language Learner Home Language Development



- May demonstrate progress and mastery of benchmarks through home language.
- Use home language in family, community, and early childhood settings.
- Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.
- Use home cultural and linguistic knowledge to express current understandings and construct new concepts.
- With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.
- Exhibit foundational literacy skills in home language to foster transfer to English.

### The Arts



- Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.
- Drama: Begin to appreciate and participate in dramatic activities.
- Music: Begin to appreciate and participate in music activities.
- Visual Arts: Investigate and participate in activities using visual arts materials.
- Describe or respond to their creative work or the creative work of others.
- Use creative arts as an avenue for self-expression.

### Social Studies



- Recognize the reasons for rules in the home and early childhood environment and for laws in the community.
- Contribute to the well-being of one's early childhood environment, school, and community.
- Participate in voting as a way of making choices.
- Develop an awareness of what it means to be a leader.
- Participate in a variety of roles in the early childhood environment.
- Describe some common jobs and what is needed to perform those jobs.
- Discuss why people work.
- Understand that some resources and money are limited.
- Begin to understand the use of trade or money to obtain goods and services.
- Recall information about the immediate past.
- Develop a basic awareness of self as an individual.
- Locate objects and places in familiar environments.
- Express beginning geographic thinking.
- Recognize similarities and differences in people.
- Understand that each of us belongs to a family and recognize that families vary.