



Crosswalk

**Head Start Child Development and
Early Learning Domains and Elements**

AND

**Illinois Early Learning and
Development Standards (IELDS)**

3 Years Old to Kindergarten Enrollment Age

REVISED 2013

Table of Contents

- 3 | Physical Development & Health Domain
- 5 | Social & Emotional Development Domain
- 7 | Approaches to Learning Domain
- 8 | Logic & Reasoning Domain
- 9 | Language Development Domain
- 10 | Literacy Knowledge & Skills Domain
- 12 | Mathematics Knowledge & Skills Domain
- 14 | Science Knowledge & Skills Domain
- 15 | Creative Arts Expression Domain
- 16 | Social Studies Knowledge & Skills Domain
- 17 | English Language Development Domain
- 18 | English Language Learner Home Language Development

Physical Development & Health Domain

Physical Development & Health refers to physical well-being, use of the body, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices.

Head Start Child Development and Early Learning Framework Elements

Physical Health Status: The maintenance of healthy and age appropriate physical well-being. **Examples:** Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases. Participates in prevention and management of chronic health conditions and avoids toxins, such as lead. Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age. Gets sufficient rest and exercise to support healthy development.

Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits. **Examples:** Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults. Communicates an understanding of the importance of health and safety routines and rules. Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. Distinguishes food on a continuum from most healthy to less healthy. Eats a variety of nutritious foods. Participates in structured and unstructured physical activities. Recognizes the importance of doctor and dentist visits. Cooperates during doctor and dentist visits and health and developmental screenings.

Illinois Early Learning and Development Standards

Goal 20: Develop habits for lifelong fitness.

Standard 20.A: Achieve and maintain a health-enhancing level of physical fitness.

Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standard 22.A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.

Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity. **Standard 19.C:** Demonstrate knowledge of rules and safety during activity.

Goal 20: Develop habits for lifelong fitness.

Standard 20.A: Achieve and maintain a health-enhancing level of physical fitness.

Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standard 22.A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.

Goal 23: Understand human body systems and factors that influence growth and development.

Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate. **Standard 23.B:** Identify ways to keep the body healthy.

Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. **Standard 24.C:** Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Head Start Child Development and Early Learning Framework Elements

Illinois Early Learning and Development Standards

Gross Motor Skills: The control of large muscles for movement, navigation, and balance. **Examples:** Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping. Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle. Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.

Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring. **Examples:** Develops hand strength and dexterity. Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. Manipulates a range of objects, such as blocks or books. Manipulates writing, drawing, and art tools.

Goal 19: 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 and control of large and small muscles. **Standard 19.B:** Demonstrate awareness and coordination of body movements.

No comparable element

Goal 21: Develop team-building skills by working with others through physical activity. **Standard 21.A:** Demonstrate individual responsibility during group physical activities. **Standard 21.B:** Demonstrate cooperative skills during structured group physical activity.

No comparable element

Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. **Standard 22.B:** Describe and explain the factors that influence health among individuals, groups, and communities. **Standard 22.C:** Explain how the environment can affect health.

Social & Emotional Development Domain

Social & Emotional Development refers to the skills necessary to foster secure attachment with adults, maintain healthy relationships, regulate one’s behavior and emotions, and develop a healthy concept of personal identity.

Head Start Child Development and Early Learning Framework Elements

Illinois Early Learning and Development Standards

Social Relationships: The healthy relationships and interactions with adults and peers. **Examples:** Communicates with familiar adults and accepts or requests guidance. Cooperates with others. Develops friendships with peers. Establishes secure relationships with adults. Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. Resolves conflict with peers alone and/or with adult intervention as appropriate. Recognizes and labels others’ emotions. Expresses empathy and sympathy to peers. Recognizes how actions affect others and accepts consequences of one’s actions.

Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others. **Standard 30.A:** Identify and manage one’s emotions and behavior. **Standard 30.B:** Recognize own uniqueness and personal qualities.

Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships. **Standard 31.A:** Develop positive relationships with peers and adults. **Standard 31.B:** Use communication and social skills to interact effectively with others. **Standard 31.C:** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Self-Concept & Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals. **Examples:** Identifies personal characteristics, preferences, thoughts, and feelings. Demonstrates age-appropriate independence in a range of activities, routines, and tasks. Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. Demonstrates age-appropriate independence in decision making regarding activities and materials.

Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others. **Standard 30.B:** Recognize own uniqueness and personal qualities. **Standard 30.C:** Demonstrate skills related to successful personal and school outcomes.

Head Start Child Development and Early Learning Framework Elements

Illinois Early Learning and Development Standards

Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior. **Examples:** Recognizes and labels emotions. Handles impulses and behavior with minimal direction from adults. Follows simple rules, routines, and directions. Shifts attention between tasks and moves through transitions with minimal direction from adults.

Emotional & Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors. **Examples:** Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear. Refrains from disruptive, aggressive, angry, or defiant behaviors. Adapts to new environments with appropriate emotions and behaviors.

Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others. **Standard 30.A:** Identify and manage one’s emotions and behavior. **Standard 30.C:** Demonstrate skills related to successful personal and school outcomes.

Goal 24: 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.

Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others. **Standard 30.A:** Identify and manage one’s emotions and behavior.

Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships. **Standard 31.A:** Develop positive relationships with peers and adults. **Standard 31.B:** Use communication and social skills to interact effectively with others. **Standard 31.C:** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts. **Standard 32.A:** Begin to consider ethical, safety, and societal factors in making decisions. **Standard 32.B:** Apply decision-making skills to deal responsibly with daily academic and social situations.

Approaches to Learning Domain

Approaches to Learning refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences.

Head Start Child Development and Early Learning Framework Elements

Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. **Examples:** Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. Asks questions and seeks new information.

Persistence & Attentiveness: The ability to begin and finish activities with persistence and attention. **Examples:** Maintains interest in a project or activity until completed. Sets goals and develops and follows through on plans. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.

Cooperation: An interest and engagement in group experiences. **Examples:** Plans, initiates, and completes learning activities with peers. Joins in cooperative play with others and invites others to play. Models or teaches peers. Helps, shares, and cooperates in a group.

Illinois Early Learning and Development Standards

Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others. **Standard 30.C:** Demonstrate skills related to successful personal and school outcomes.

Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others. **Standard 30.C:** Demonstrate skills related to successful personal and school outcomes.

Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others. **Standard 30.C:** Demonstrate skills related to successful personal and school outcomes.

Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships. **Standard 31.B:** Use communication and social skills to interact effectively with others.

Logic & Reasoning Domain

Logic & Reasoning refers to the ability to think through problems and apply strategies for solving them.

Head Start Child Development and Early Learning Framework Elements

Reasoning & Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

Examples: Seeks multiple solutions to a question, task, or problem. Recognizes cause and effect relationships. Classifies, compares, and contrasts objects, events, and experiences. Uses past knowledge to build new knowledge.

Symbolic Representation: The use of symbols or objects to represent something else. **Examples:** Represents people, places, or things through drawings, movement, and three-dimensional objects. Engages in pretend play and acts out roles. Recognizes the difference between pretend or fantasy situations and reality.

Illinois Early Learning and Development Standards

Goal 10: Begin to make predictions and collect data information. **Standard 10.A:** Generate questions and processes for answering them. **Standard 10.B:** Organize and describe data and information.

Goal 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems. **Standard 11.A:** Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.

Goal 10: Begin to make predictions and collect data information. **Standard 10.A:** Generate questions and processes for answering them. **Standard 10.B:** Organize and describe data and information.

Goal 26: Understand that the arts can be used to communicate ideas and emotions. **Standard 26.B:** Understand ways to express meaning through the arts.

Language Development Domain

Language Development refers to emerging abilities in receptive and expressive language.

Head Start Child Development and Early Learning Framework Elements

Receptive Language: The ability to comprehend or understand language. **Examples:** Attends to language during conversations, songs, stories, or other learning experiences. Comprehends increasingly complex and varied vocabulary. Comprehends different forms of language, such as questions or exclamations. Comprehends different grammatical structures or rules for using language.

Expressive Language: The ability to use language. **Examples:** Engages in communication and conversation with others. Uses language to express ideas and needs. Uses increasingly complex and varied vocabulary. Uses different forms of language. Uses different grammatical structures for a variety of purposes. Engages in storytelling. Engages in conversations with peers and adults.

Illinois Early Learning and Development Standards

Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).
Standard 1.A: Demonstrate understanding through age-appropriate responses.

Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).
Standard 1.B: Communicate effectively using language appropriate to the situation and audience.
Standard 1.C: Use language to convey information and ideas.
Standard 1.E: Use increasingly complex phrases, sentences, and vocabulary.

Literacy Knowledge & Skills Domain

Literacy Knowledge & Skills refers to the knowledge and skills that lay the foundation for reading and writing such as understanding basic concepts about books or other printed materials, the alphabet, and letter-sound relationships.

Head Start Child Development and Early Learning Framework Elements

Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts. **Examples:** Shows interest in shared reading experiences and looking at books independently. Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator. Asks and answers questions and makes comments about print materials. Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. Retells stories or information from books through conversation, artistic works, creative movement, or drama.

Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound. **Examples:** Identifies and discriminates between words in language. Identifies and discriminates between separate syllables in words. Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.

Alphabet Knowledge: The names and sounds associated with letters. **Examples:** Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. Recognizes that letters of the alphabet have distinct sounds associated with them. Attends to the beginning letters and sounds in familiar words. Identifies letters and associates correct sounds with letters.

Illinois Early Learning and Development Standards

Goal 2: Demonstrate understanding and enjoyment of literature. **Standard 2.A:** Demonstrate interest in stories and books. **Standard 2.B:** Recognize key ideas and details in stories. **Standard 2.C:** Recognize concepts of books. **Standard 2.D:** Establish personal connections with books.

Goal 3: Demonstrate interest in and understanding of informational text. **Standard 3.A:** Recognize key ideas and details in nonfiction text. **Standard 3.B:** Recognize features of nonfiction books.

Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities. **Standard 4.C:** Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes). **Standard 4.D:** Demonstrate emergent phonics and word-analysis skills.

Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities. **Standard 4.B:** Demonstrate an emerging knowledge and understanding of the alphabet. **Standard 4.D:** Demonstrate emergent phonics and word-analysis skills.

Head Start Child Development and Early Learning Framework Elements

Illinois Early Learning and Development Standards

Print Concepts & Conventions: The concepts about print and early decoding identifying letter-sound relationships.
Examples: Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs. Understands that print conveys meaning. Understands conventions, such as print moves from left to right and top to bottom of a page. Recognizes words as a unit of print and understands that letters are grouped to form words. Recognizes the association between spoken or signed and written words.

Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.
Standard 4.A: Demonstrate understanding of the organization and basic features of print.
Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.
Standard 5.A: Demonstrate growing interest and abilities in writing.

Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. **Examples:** Experiments with writing tools and materials. Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. Copies, traces, or independently writes letters or words.

Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.
Standard 5.B: Use writing to represent ideas and information. **Standard 5.C:** Use writing to research and share knowledge.

Mathematics Knowledge & Skills Domain

Mathematics Knowledge & Skills refers to the conceptual understanding of numbers, their relationships, combinations, and operations.

Head Start Child Development and Early Learning Framework Elements

Illinois Early Learning and Development Standards

Number Concepts & Quantities: The understanding that numbers represent quantities and have ordinal properties number words represent a rank order, particular size, or position in a list. **Examples:** Recognizes numbers and quantities in the everyday environment. Recites numbers in the correct order and understands that numbers come “before” or “after” one another. Associates quantities and the names of numbers with written numerals. Uses one-to-one counting and subitizing identifying the number of objects without counting to determine quantity. Uses the number name of the last object counted to represent the number of objects in the set.

Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

Standard 6.A: Demonstrate beginning understanding of numbers, number names, and numerals.

Number Relationships & Operations: The use of numbers to describe relationships and solve problems. **Examples:** Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to. Recognizes that numbers or sets of objects can be combined or separated to make another number through the grouping of objects. Identifies the new number created when numbers are combined or separated.

Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

Standard 6.B: Add and subtract to create new numbers and begin to construct sets. **Standard 6.C:** Begin to make reasonable estimates of numbers.

Standard 6.D: Compare quantities using appropriate vocabulary terms.

Geometry & Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another. **Examples:** Recognizes and names common shapes, their parts, and attributes. Combines and separates shapes to make other shapes. Compares objects in size and shape. Understands directionality, order, and position of objects, such as up, down, in front, behind.

Goal 9: Explore concepts of geometry and spatial relations. **Standard 9.A:** Recognize, name, and match common shapes. **Standard 9.B:** Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.

Head Start Child Development and Early Learning Framework Elements

Illinois Early Learning and Development Standards

Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern. **Examples:** Sorts, classifies, and serializes puts in a pattern objects using attributes, such as color, shapes or size. Recognizes, duplicates, and extends simple patterns. Creates patterns through the repetition of a unit.

Goal 8: Identify and describe common attributes, patterns, and relationships in objects. **Standard 8.A:** Explore objects and patterns. **Standard 8.B:** Describe and document patterns using symbols.

Measurement & Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area. **Examples:** Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier). Orders objects by size or length. Uses nonstandard and standard techniques and tools to measure and compare.

Goal 7: Explore measurement of objects and quantities. **Standard 7.A:** Measure objects and quantities using direct comparison methods and nonstandard units. **Standard 7.B:** Begin to make estimates of measurements. **Standard 7.C:** Explore tools used for measurement.

Science Knowledge & Skills Domain

Science Knowledge & Skills refers to the emerging ability to gather information about the natural and physical world and organize that information into knowledge and theories.

Head Start Child Development and Early Learning Framework Elements

Scientific Skills & Methods: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions. **Examples:** Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. Observes and discusses common properties, differences, and comparisons among objects. Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. Collects, describes, and records information through discussions, drawings, maps, and charts. Describes and discusses predictions, explanations, and generalizations based on past experiences.

Conceptual Knowledge of the Natural & Physical World:

The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships. **Examples:** Observes, describes, and discusses living things and natural processes. Observes, describes, and discusses properties of materials and transformation of substances.

Illinois Early Learning and Development Standards

Goal 10: Begin to make predictions and collect data information. **Standard 10.A:** Generate questions and processes for answering them. **Standard 10.B:** Organize and describe data and information. **Standard 10.C:** Determine, describe, and apply the probabilities of events.

Goal 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems. **Standard 11.A:** Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.

Goal 13: Understand important connections and understandings in science and engineering. **Standard 13.A:** Understand rules to follow when investigating and exploring. **Standard 13.B:** Use tools and technology to assist with science and engineering investigations.

Goal 12: Explore concepts and information about the physical, earth, and life sciences. **Standard 12.A:** Understand that living things grow and change. **Standard 12.B:** Understand that living things rely on the environment and/or others to live and grow. **Standard 12.C:** Explore the physical properties of objects. **Standard 12.D:** Explore concepts of force and motion. **Standard 12.E:** Explore concepts and information related to the Earth, including ways to take care of our planet. **Standard 12.F:** Explore changes related to the weather and seasons.

Creative Arts Expression Domain

Creative Arts Expression refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama.

Head Start Child Development and Early Learning Framework Elements

Music: The use of voice and instruments to create sounds. **Examples:** Participates in music activities, such as listening, singing, or performing. Experiments with musical instruments.

Creative Movement & Dance: The use of the body to move to music and express oneself. **Examples:** Expresses what is felt and heard in various musical tempos and styles. Moves to different patterns of beat and rhythm in music. Uses creative movement to express concepts, ideas, or feelings.

Art: The use of a range of media and materials to create drawings, pictures, or other objects. **Examples:** Uses different materials and techniques to make art creations. Creates artistic works that reflect thoughts, feelings, experiences, or knowledge. Discusses one's own artistic creations and those of others.

Drama: The portrayal of events, characters, or stories through acting and using props and language. **Examples:** Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character. Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.

Illinois Early Learning and Development Standards

Goal 25: Gain exposure to and explore the arts.
Standard 25.A: Investigate, begin to appreciate, and participate in the arts (Benchmark 25.A.ECc).
Standard 25.B: Display an awareness of some distinct characteristics of the arts.

Goal 26: Understand that the arts can be used to communicate ideas and emotions. **Standard 26.B:** Understand ways to express meaning through the arts.

Goal 25: Gain exposure to and explore the arts.
Standard 25.A: Investigate, begin to appreciate, and participate in the arts (Benchmark 25.A.ECa).
Standard 25.B: Display an awareness of some distinct characteristics of the arts.

Goal 26: Understand that the arts can be used to communicate ideas and emotions. **Standard 26.B:** Understand ways to express meaning through the arts.

Goal 25: Gain exposure to and explore the arts.
Standard 25.A: Investigate, begin to appreciate, and participate in the arts (Benchmark 25.A.ECd).
Standard 25.B: Display an awareness of some distinct characteristics of the arts.

Goal 26: Understand that the arts can be used to communicate ideas and emotions. **Standard 26.B:** Understand ways to express meaning through the arts.

Goal 25: Gain exposure to and explore the arts.
Standard 25.A: Investigate, begin to appreciate, and participate in the arts (Benchmark 25.A.EC.b).
Standard 25.B: Display an awareness of some distinct characteristics of the arts.

Goal 26: Understand that the arts can be used to communicate ideas and emotions. **Standard 26.B:** Understand ways to express meaning through the arts.

Social Studies Knowledge & Skills Domain

Social Studies Knowledge & Skills refers to understanding people and how they relate to others and the world around them.

Head Start Child Development and Early Learning Framework Elements

Self, Family & Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity. **Examples:** Identifies personal and family structure. Understands similarities and respects differences among people. Recognizes a variety of jobs and the work associated with them. Understands the reasons for rules in the home and classroom and for laws in the community. Describes or draws aspects of the geography of the classroom, home, and community.

People & The Environment: The understanding of the relationship between people and the environment in which they live. **Examples:** Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. Recognizes that people share the environment with other people, animals, and plants. Understands that people can take care of the environment through activities, such as recycling.

History & Events: The understanding that events happened in the past and how these events relate to one’s self, family, and community. **Examples:** Differentiates between past, present, and future. Recognizes events that happened in the past, such as family or personal history. Understands how people live and what they do changes over time.

Illinois Early Learning and Development Standards

Goal 14: Understand some concepts related to citizenship. **Standard 14.A:** Understand what it means to be a member of a group or community. **Standard 14.D:** Understand the role that individuals can play in a group or community.

Goal 15: Explore economic systems and human interdependence. **Standard 15.A:** Explore roles in the economic system and workforce. **Standard 15.B:** Explore issues of limited resources in the early childhood environment and world.

Goal 16: Develop an awareness of the self and his or her uniqueness and individuality. **Standard 16.A:** Explore his or her self and personal history.

Goal 18: Explore people and families. **Standard 18.A:** Explore people, their similarities, and their differences. **Standard 18.B:** Develop an awareness of self within the context of family.

Goal 15: Explore economic systems and human interdependence. **Standard 15.B:** Explore issues of limited resources in the early childhood environment and world.

Goal 17: Explore geography, the child’s environment, and where people live, work, and play. **Standard 17.A:** Explore environments and where people live.

No comparable goal or standards

English Language Development Domain

English Language Development is the development of receptive and expressive English language skills for children who speak a home language other than English.

Head Start Child Development and Early Learning Framework Elements

Illinois Early Learning and Development Standards

Receptive English Language Skills: The ability to comprehend or understand the English language.
Examples: Participates with movement and gestures while other children and the teachers dance and sing in English. Acknowledges or responds nonverbally to common words or phrases, such as “hello” “good bye” “snack time” “bathroom“, when accompanied by adult gestures. Points to body parts when asked, “Where is your nose, hand, leg...?”

No comparable goal or standards but assumed in Standards 1.A and 1.B.

Expressive English Language Skills: The ability to speak or use English. **Examples:** Repeats word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch. Requests items in English, such as “car,” “milk,” “book,” “ball.” Uses one or two English words, sometimes joined to represent a bigger idea, such as “throwball.” Uses increasingly complex and varied English vocabulary. Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.”

Goal 1: Demonstrate increasing competence in oral communication listening and speaking.
Standard 1.D: Speak using conventions of Standard English also assumed in Standards 1.B, 1.C, and 1.E.

Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English. **Examples:** Demonstrates eagerness to participate in songs, rhymes and stories in English. Points to pictures and says the word in English, such as “frog,” “baby,” “run.” Learns part of a song or poem in English and repeats it. Talks with peers or adults about a story read in English. Tells a story in English with a beginning, middle, and end from a book or about a personal experience.

No comparable goal or standards but assumed in Standards 1.B, 1.C, and 1.E.

English Language Learner Home Language Development

Head Start Child Development and Early Learning Framework Elements

Illinois Early Learning and Development Standards

No comparable element

Goal 28: Use the home language to communicate within and beyond the classroom.

Standard 28.A: Use the home language at age-appropriate levels for a variety of social and academic purposes.

No comparable element

Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas. **Standard 19.A:** Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.



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