



Crosswalk

Illinois Early Learning Guidelines (IELG)
For Children Birth to Age Three

— AND —

**Illinois Early Learning and
Development Standards (IELDS)**
3 Years Old to Kindergarten Enrollment Age
REVISED 2013

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Introduction

The purpose of this crosswalk is to demonstrate how learning and development from birth to age 3 set the stage for later learning and development. As shown in the crosswalk that follows, and as presented graphically in Figure 1, many areas of early learning and development from birth to age 3 come together to influence when and how the child attains and demonstrates development and learning goals and standards from age 3 to kindergarten.

Two foundational areas, in particular, provide a critical framework for all domains of later learning and development: **Self-Regulation** (physiological, emotional, attention, behavior) and **Approaches to Learning** (curiosity and initiative; problem solving; confidence and risk taking; persistence, effort, and attentiveness; creativity, inventiveness, and imagination). In the interests of brevity, in this crosswalk these have been added into the crosswalk below only where the language in the two sets of standards is most directly related. However, as shown in Figure 1, these two foundational areas are present in and influence every aspect of later development and learning. They should be recognized, supported, fostered, and strengthened in every interaction with a young child.

Illinois Early Learning Guidelines:

The Foundation for Meeting the Illinois Early Learning and Development Standards

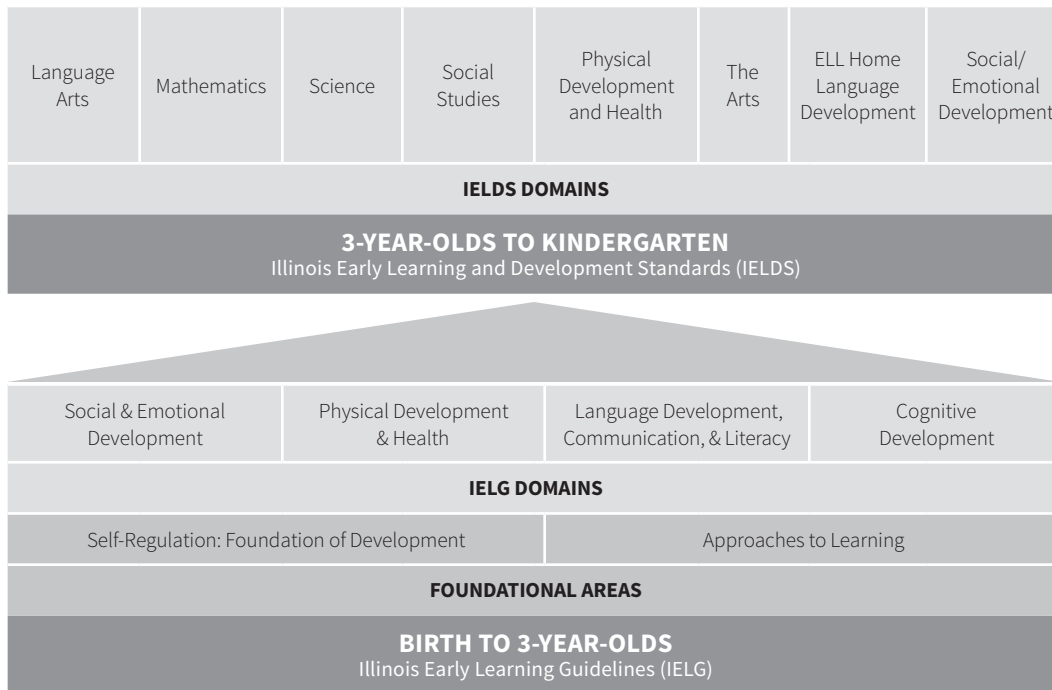


Figure 1

Language Arts

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 1: Demonstrate increasing competence in oral communication (listening and speaking).

PHYSICAL DEVELOPMENT & HEALTH

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

Standard 1.A: Demonstrate understanding through age-appropriate responses.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 1.B: Communicate effectively using language appropriate to the situation and audience.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 1.C: Use language to convey information and ideas.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 1.D: Speak using conventions of Standard English.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 1.E: Use increasingly complex phrases, sentences, and vocabulary.

Illinois Early Learning Guidelines (IELG) DOMAINS & LEARNING-DEVELOPMENT AREAS	Illinois Early Learning and Development Standards (IELDS) GOALS AND STANDARDS
<p>LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY</p> <p>Early Literacy: Children demonstrate interest in and comprehension of printed materials.</p>	<p>GOAL 2: Demonstrate understanding and enjoyment of literature.</p> <p>Standard 2.A: Demonstrate interest in stories and books.</p>
<p>LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY</p> <p>Early Literacy: Children demonstrate interest in and comprehension of printed materials.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.</p> <p>Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.</p>	<p>Standard 2.B: Recognize key ideas and details in stories.</p>
<p>LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY</p> <p>Early Literacy: Children demonstrate interest in and comprehension of printed materials.</p> <p>Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.</p>	<p>Standard 2.C: Recognize concepts of books.</p>
<p>LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY</p> <p>Early Literacy: Children demonstrate interest in and comprehension of printed materials.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.</p>	<p>Standard 2.D: Establish personal connections with books.</p>

Illinois Early Learning Guidelines (IELG) DOMAINS & LEARNING-DEVELOPMENT AREAS	Illinois Early Learning and Development Standards (IELDS) GOALS AND STANDARDS
<p>LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY</p> <p>Early Literacy: Children demonstrate interest in and comprehension of printed materials.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.</p> <p>Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.</p>	<p>GOAL 3: Demonstrate interest in and understanding of informational text.</p> <p>Standard 3.A: Recognize key ideas and details in nonfiction text.</p>
<p>LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY</p> <p>Early Literacy: Children demonstrate interest in and comprehension of printed materials.</p>	<p>Standard 3.B: Recognize features of nonfiction books.</p>
<p>PHYSICAL DEVELOPMENT & HEALTH</p> <p>Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.</p> <p>LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY</p> <p>Early Literacy: Children demonstrate interest in and comprehension of printed materials.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.</p>	<p>GOAL 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.</p> <p>Standard 4.A: Demonstrate understanding of the organization and basic features of print.</p>

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DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

PHYSICAL DEVELOPMENT & HEALTH

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

Early Literacy: Children demonstrate interest in and comprehension of printed materials.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 4.B: Demonstrate an emerging knowledge and understanding of the alphabet.

PHYSICAL DEVELOPMENT & HEALTH

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

Standard 4.C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).

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PHYSICAL DEVELOPMENT & HEALTH

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 4.D: Demonstrate emergent phonics and word-analysis skills.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.

PHYSICAL DEVELOPMENT & HEALTH

Fine Motor: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Early Literacy: Children demonstrate interest in and comprehension of printed materials.

COGNITIVE DEVELOPMENT

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 5.A: Demonstrate growing interest and abilities in writing.

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**LANGUAGE DEVELOPMENT, COMMUNICATION,
& LITERACY**

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

Early Literacy: Children demonstrate interest in and comprehension of printed materials.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Creative Expression: Children demonstrate the ability to convey ideas and emotions through creative expression.

Standard 5.B: Use writing to represent ideas and information.

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GOALS AND STANDARDS

**LANGUAGE DEVELOPMENT, COMMUNICATION,
& LITERACY**

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

Early Literacy: Children demonstrate interest in and comprehension of printed materials.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 5.C: Use writing to research and share knowledge.

Mathematics

Illinois Early Learning Guidelines (IELG) DOMAINS & LEARNING-DEVELOPMENT AREAS	Illinois Early Learning and Development Standards (IELDS) GOALS AND STANDARDS
<p>PHYSICAL DEVELOPMENT & HEALTH</p> <p>Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p> <p>Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.</p>	<p>GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.</p> <p>Standard 6.A: Demonstrate beginning understanding of numbers, number names, and numerals.</p>

<p>COGNITIVE DEVELOPMENT</p> <p>Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p> <p>Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.</p> <p>Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.</p>	<p>Standard 6.B: Add and subtract to create new numbers and begin to construct sets.</p>
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Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

COGNITIVE DEVELOPMENT

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.

Standard 6.C: Begin to make reasonable estimates of numbers.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.

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

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 7: Explore measurement of objects and quantities.

PHYSICAL DEVELOPMENT & HEALTH

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

COGNITIVE DEVELOPMENT

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.

Standard 7.A: Measure objects and quantities using direct comparison methods and nonstandard units.

COGNITIVE DEVELOPMENT

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.

Standard 7.B: Begin to make estimates of measurements.

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COGNITIVE DEVELOPMENT

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.

Standard 7.C: Explore tools used for measurement.

GOAL 8: Identify and describe common attributes, patterns, and relationships in objects.

PHYSICAL DEVELOPMENT & HEALTH

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

COGNITIVE DEVELOPMENT

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.

Standard 8.A: Explore objects and patterns.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

**LANGUAGE DEVELOPMENT, COMMUNICATION,
& LITERACY**

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.

Standard 8.B: Describe and document patterns using symbols.

Illinois Early Learning Guidelines (IELG) DOMAINS & LEARNING-DEVELOPMENT AREAS	Illinois Early Learning and Development Standards (IELDS) GOALS AND STANDARDS
<p>PHYSICAL DEVELOPMENT & HEALTH</p> <p>Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.</p> <p>Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p> <p>Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.</p>	<p>GOAL 9: Explore concepts of geometry and spatial relations.</p> <p>Standard 9.A: Recognize, name, and match common shapes.</p>

<p>COGNITIVE DEVELOPMENT</p> <p>Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.</p> <p>Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p> <p>Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.</p> <p>Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.</p>	<p>Standard 9.B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</p>
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Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 10: Begin to make predictions and collect data information.

COGNITIVE DEVELOPMENT

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 10.A: Generate questions and processes for answering them.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 10.B: Organize and describe data and information.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

**LANGUAGE DEVELOPMENT, COMMUNICATION,
& LITERACY**

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 10.C: Determine, describe, and apply the probabilities of events.

Science

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.

PHYSICAL DEVELOPMENT & HEALTH

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 11.A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 12: Explore concepts and information about the physical, earth, and life sciences.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 12.A: Understand that living things grow and change.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 12.B: Understand that living things rely on the environment and/or others to live and grow.

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Illinois Early Learning and Development Standards (IELDS)
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PHYSICAL DEVELOPMENT & HEALTH

Gross Motor: Children demonstrate strength, coordination, and controlled use of large muscles.

Fine Motor: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 12.C: Explore the physical properties of objects.

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COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 12.D: Explore concepts of force and motion.

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COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 12.E: Explore concepts and information related to the Earth, including ways to take care of our planet.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 12.F: Explore changes related to the weather and seasons.

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GOAL 13: Understand important connections and understandings in science and engineering.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Safety & Well-Being: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

Standard 13.A: Understand rules to follow when investigating and exploring.

PHYSICAL DEVELOPMENT & HEALTH

Fine Motor: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 13.B: Use tools and technology to assist with science and engineering investigations.

Social Studies

* Learning standards for which there are no prekindergarten benchmarks were not included in the crosswalk. For Social Studies, these include Standards 14.B, 14.E, 14.F, 15.C, 15.E, 16.B, 16.C, 16.D, 16.E, 17.B, 17.C, 17.D, and 18.C.

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<p>SOCIAL & EMOTIONAL DEVELOPMENT</p> <p>Relationship with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.</p> <p>Self-Concept: Children develop identity of self.</p> <p>Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.</p> <p>Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p>	<p>GOAL 14: Understand some concepts related to citizenship.</p> <p>Standard 14.A: Understand what it means to be a member of a group and community.</p>

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SOCIAL & EMOTIONAL DEVELOPMENT

Self-Concept: Children develop identity of self.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

COGNITIVE DEVELOPMENT

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.

Standard 14.C: Understand ways groups make choices and decisions.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

SOCIAL & EMOTIONAL DEVELOPMENT

Relationship with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

Self-Concept: Children develop identity of self.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

COGNITIVE DEVELOPMENT

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Standard 14.D: Understand the role that individuals can play in a group or community.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 15: Explore economic systems and human interdependence.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Standard 15.A: Explore roles in the economic system and workforce.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 15.B: Explore issues of limited resources in the early childhood environment and world.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

**LANGUAGE DEVELOPMENT, COMMUNICATION,
& LITERACY**

Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Quantity & Numbers: Children demonstrate awareness of quantity, counting, and numeric competencies.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 15.D: Explore concepts about trade as an exchange of goods or services.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 16: Develop an awareness of the self and his or her uniqueness and individuality.

SOCIAL & EMOTIONAL DEVELOPMENT

Self-Concept: Children develop identity of self.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Standard 16.A: Explore his or her self and personal history.

GOAL 17: Explore geography, the child's environment, and where people live, work, and play.

PHYSICAL DEVELOPMENT & HEALTH

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

COGNITIVE DEVELOPMENT

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts

Standard 17.A: Explore environments and where people live.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 18: Explore people and families.

PHYSICAL DEVELOPMENT & HEALTH

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

SOCIAL & EMOTIONAL DEVELOPMENT

Relationship with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

Empathy: Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

COGNITIVE DEVELOPMENT

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 18.A: Explore people, their similarities, and their differences.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

SOCIAL & EMOTIONAL DEVELOPMENT

Relationship with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

Self-Concept: Children develop identity of self.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

Empathy: Children demonstrate an emerging ability to understand someone else’s feelings and to share in the emotional experiences of others.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 18.B: Develop an awareness of self within the context of family.

Physical Development and Health

* Learning standards for which there are no prekindergarten benchmarks were not included in the crosswalk. For Physical Development and Health, these standards include 20.B, 20.C, 22.B, 22.C, 23.C, and 24.B.

Illinois Early Learning Guidelines (IELG) DOMAINS & LEARNING-DEVELOPMENT AREAS	Illinois Early Learning and Development Standards (IELDS) GOALS AND STANDARDS
<p>PHYSICAL DEVELOPMENT & HEALTH</p> <p>Gross Motor: Children demonstrate strength, coordination, and controlled use of large muscles.</p> <p>Fine Motor: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.</p> <p>Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.</p>	<p>GOAL 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.</p> <p>Standard 19.A: Demonstrate physical competency and control of large and small muscles.</p>
<p>PHYSICAL DEVELOPMENT & HEALTH</p> <p>Gross Motor: Children demonstrate strength, coordination, and controlled use of large muscles.</p> <p>Fine Motor: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.</p> <p>Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.</p>	<p>Standard 19.B: Demonstrate awareness and coordination of body movements.</p>

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

COGNITIVE DEVELOPMENT

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Safety & Well-Being: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

Standard 19.C: Demonstrate knowledge of rules and safety during activity.

GOAL 20: Develop habits for lifelong fitness.

PHYSICAL DEVELOPMENT & HEALTH

Gross Motor: Children demonstrate strength, coordination, and controlled use of large muscles.

Fine Motor: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.

Self-Care: Children demonstrate the desire and ability to participate in and practice self-care routines.

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

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 21: Develop team-building skills by working with others through physical activity.

PHYSICAL DEVELOPMENT & HEALTH

Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

SOCIAL & EMOTIONAL DEVELOPMENT

Self-Concept: Children develop identity of self.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

COGNITIVE DEVELOPMENT

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Safety & Well-Being: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

Standard 21.A: Demonstrate individual responsibility during group physical activities.

SOCIAL & EMOTIONAL DEVELOPMENT

Self-Concept: Children develop identity of self.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

COGNITIVE DEVELOPMENT

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Standard 21.B: Demonstrate cooperative skills during structured group physical activity.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

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

PHYSICAL DEVELOPMENT & HEALTH

Self-Care: Children demonstrate the desire and ability to participate in and practice self-care routines.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Safety & Well-Being: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

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.

PHYSICAL DEVELOPMENT & HEALTH

Self-Care: Children demonstrate the desire and ability to participate in and practice self-care routines.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

PHYSICAL DEVELOPMENT & HEALTH

Self-Care: Children demonstrate the desire and ability to participate in and practice self-care routines.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Science Concepts & Exploration: Children demonstrate a basic awareness of and use scientific concepts.

Standard 23.B: Identify ways to keep the body healthy.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

SOCIAL & EMOTIONAL DEVELOPMENT

Emotional Expression: Children demonstrate an awareness of and the ability to identify and express emotions.

Relationships with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

Relationships with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

Empathy: Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

**SELF-REGULATION:
FOUNDATION OF DEVELOPMENT**

Behavior Regulation: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

Standard 24.A: Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

PHYSICAL DEVELOPMENT & HEALTH

Self-Care: Children demonstrate the desire and ability to participate in and practice self-care routines.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Safety & Well-Being: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.

The Arts

* Learning standards for which there are no prekindergarten benchmarks were not included in the crosswalk. For The Arts, these standards include 26.A, 27.A, and 27.B.

Illinois Early Learning Guidelines (IELG) DOMAINS & LEARNING-DEVELOPMENT AREAS	Illinois Early Learning and Development Standards (IELDS) GOALS AND STANDARDS
GOAL 25: Gain exposure to and explore the arts.	
<p>PHYSICAL DEVELOPMENT & HEALTH</p> <p>Gross Motor: Children demonstrate strength, coordination, and controlled use of large muscles.</p> <p>Fine Motor: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.</p> <p>Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p> <p>Creative Expression: Children demonstrate the ability to convey ideas and emotions through creative expression.</p>	<p>Standard 25.A: Investigate, begin to appreciate, and participate in the arts.</p>
<p>PHYSICAL DEVELOPMENT & HEALTH</p> <p>Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p> <p>Creative Expression: Children demonstrate the ability to convey ideas and emotions through creative expression.</p>	<p>Standard 25.B: Display an awareness of some distinct characteristics of the arts.</p>

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 26: Understand that the arts can be used to communicate ideas and emotions.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Creative Expression: Children demonstrate the ability to convey ideas and emotions through creative expression.

Standard 26.B: Understand ways to express meaning through the arts.

English Language Learner Home Language Development

Illinois Early Learning Guidelines (IELG) DOMAINS & LEARNING-DEVELOPMENT AREAS	Illinois Early Learning and Development Standards (IELDS) GOALS AND STANDARDS
<p>LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY</p> <p>Social Communication: Children demonstrate the ability to engage with and maintain communication with others.</p> <p>Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.</p> <p>Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.</p>	<p>GOAL 28: Use the home language to communicate within and beyond the classroom.</p> <p>Standard 28.A: Use the home language at age-appropriate levels for a variety of social and academic purposes.</p>
<p>LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY</p> <p>Social Communication: Children demonstrate the ability to engage with and maintain communication with others.</p> <p>Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.</p> <p>Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.</p> <p>Early Literacy: Children demonstrate interest in and comprehension of printed materials.</p>	<p>GOAL 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas.</p> <p>Standard 29.A: Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</p>

Social/Emotional Development

* Learning standards for which there are no prekindergarten benchmarks were not included in the crosswalk. For Social/Emotional Development, this includes Standard 32.C.

Illinois Early Learning Guidelines (IELG) DOMAINS & LEARNING-DEVELOPMENT AREAS	Illinois Early Learning and Development Standards (IELDS) GOALS AND STANDARDS
<p>SOCIAL & EMOTIONAL DEVELOPMENT</p> <p>Attachment Relationships: Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.</p> <p>Emotional Expression: Children demonstrate an awareness of and the ability to identify and express emotions.</p> <p>Self-Concept: Children develop identity of self.</p> <p>COGNITIVE DEVELOPMENT</p> <p>Safety & Well-Being: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.</p> <p>SELF-REGULATION: FOUNDATION OF DEVELOPMENT</p> <p>Emotional Regulation: Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.</p> <p>Behavior Regulation: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.</p>	<p>GOAL 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.</p> <p>Standard 30.A: Identify and manage one’s emotions and behavior.</p>

<p>SOCIAL & EMOTIONAL DEVELOPMENT</p> <p>Attachment Relationships: Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.</p> <p>Emotional Expression: Children demonstrate an awareness of and the ability to identify and express emotions.</p> <p>Self-Concept: Children develop identity of self.</p>	<p>Standard 30.B: Recognize own uniqueness and personal qualities.</p>
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Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

SOCIAL & EMOTIONAL DEVELOPMENT

Relationship with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults

Self-Concept: Children develop identity of self.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

**SELF-REGULATION:
FOUNDATION OF DEVELOPMENT**

Emotional Regulation: Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.

Attention Regulation: Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.

Behavior Regulation: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

Standard 30.C: Demonstrate skills related to successful personal and school outcomes.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

APPROACHES TO LEARNING

Standard 30.C, continued

Curiosity & Initiative: Children demonstrate interest and eagerness in learning about their world.

Problem Solving: Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.

Confidence & Risk-Taking: Children demonstrate a willingness to participate in new experiences and confidently engage in risktaking.

Persistence, Effort, & Attentiveness: Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.

Creativity, Inventiveness, & Imagination: Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

SOCIAL & EMOTIONAL DEVELOPMENT

Attachment Relationships: Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.

Relationship with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

Empathy: Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

Standard 31.A: Develop positive relationships with peers and adults.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

SOCIAL & EMOTIONAL DEVELOPMENT

Relationship with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

Empathy: Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

Standard 31.B: Use communication and social skills to interact effectively with others.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

SOCIAL & EMOTIONAL DEVELOPMENT

Relationship with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

Empathy: Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Standard 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

SELF-REGULATION:
FOUNDATION OF DEVELOPMENT

Standard 31.C, continued

Emotional Regulation: Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.

Behavior Regulation: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

APPROACHES TO LEARNING

Problem Solving: Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

GOAL 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.

SOCIAL & EMOTIONAL DEVELOPMENT

Empathy: Children demonstrate an emerging ability to understand someone else’s feelings and to share in the emotional experiences of others.

COGNITIVE DEVELOPMENT

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Safety & Well-Being: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

**SELF-REGULATION:
FOUNDATION OF DEVELOPMENT**

Emotional Regulation: Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.

Behavior Regulation: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

Standard 32.A: Begin to consider ethical, safety, and societal factors in making decisions.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

SOCIAL & EMOTIONAL DEVELOPMENT

Self-Concept: Children develop identity of self.

Empathy: Children demonstrate an emerging ability to understand someone else’s feelings and to share in the emotional experiences of others.

COGNITIVE DEVELOPMENT

Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Safety & Well-Being: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

SELF-REGULATION:

FOUNDATION OF DEVELOPMENT

Attention Regulation: Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.

Behavior Regulation: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

APPROACHES TO LEARNING

Problem Solving: Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.

Confidence & Risk-Taking: Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.

Standard 32.B: Apply decision-making skills to deal responsibly with daily academic and social situations.

Illinois Early Learning Guidelines (IELG)
DOMAINS & LEARNING-DEVELOPMENT AREAS

Illinois Early Learning and Development Standards (IELDS)
GOALS AND STANDARDS

SOCIAL & EMOTIONAL DEVELOPMENT

Relationship with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

Self-Concept: Children develop identity of self.

Relationship with Peers: Children demonstrate the desire and develop the ability to engage and interact with other children.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 32.C: Contribute to the well-being of one's school and community.



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