



The Work Sampling System[®]

Illinois Early Learning and Developmental Standards
Preschool–3

Language Arts

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–3
Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).	
I.A Demonstrate understanding through age-appropriate responses.	II.A.1 Gains meaning by listening.
I.B Communicate effectively using language appropriate to the situation and audience.	II.A.2 Follows two-step directions.
I.C Use language to convey information and ideas.	II.B.1 Speaks clearly enough to be understood by most listeners.
I.D Speak using conventions of Standard English.	II.B.2 Follows rules for conversation.
I.E Use increasingly complex phrases, sentences, and vocabulary.	II.B.3 Uses expanded vocabulary and language for a variety of purposes.
Goal 2: Demonstrate understanding and enjoyment of literature.	
2.A Demonstrate interest in stories and books.	II.C.3 Shows appreciation and some understanding of books.
2.B Recognize key ideas and details in stories.	
2.C Recognize concepts of books.	
2.D Establish personal connections with books.	
Goal 3: Demonstrate interest in and understanding of informational text.	
3.A Recognize key ideas and details in nonfiction text.	II.C.4 Begins to recount key ideas and details from text.
3.B Recognize features of nonfiction books.	



Language Arts (continued)

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–3
Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	
4.A Demonstrate understanding of the organization and basic features of print.	II.C.1 Begins to develop knowledge of letters.
4.B Demonstrate an emerging knowledge and understanding of the alphabet.	
4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	II.C.2 Demonstrates beginning phonological awareness.
4.D Demonstrate emergent phonics and word-analysis skills.	
Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	
5.A Demonstrate growing interest and abilities in writing.	II.D.1 Represents stories through pictures, dictation, and play.
5.B Use writing to represent ideas and information.	II.D.2 Uses scribbles and unconventional shapes to write.
5.C Use writing to research and share knowledge.	



Mathematics

Illinois Early Learning and Developmental Standards		The Work Sampling System, 5th Edition Performance Indicators for Preschool–3	
Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.			
6.A	Demonstrate beginning understanding of numbers, number names, and numerals.	III.A.2	Begins to reason quantitatively.
6.B	Add and subtract to create new numbers and begin to construct sets.	III.B.1	Shows interest in counting.
6.C	Begin to make reasonable estimates of numbers.	III.C.1	Begins to understand addition and subtraction.
6.D	Compare quantities using appropriate vocabulary terms.	III.B.2	Shows interest in quantity.
Goal 7: Explore measurement of objects and quantities.			
7.A	Measure objects and quantities using direct comparison methods and nonstandard units.	III.D.1	Shows understanding of some comparative words.
7.B	Begin to make estimates of measurements.	III.D.2	Participates in measuring activities.
7.C	Explore tools used for measurement.		
Goal 8: Identify and describe common attributes, patterns, and relationships in objects.			
8.A	Explore objects and patterns.	III.F.3	Begins to explore composing and decomposing shapes.
8.B	Describe and document patterns using symbols.		
Goal 9: Explore concepts of geometry and spatial relations.			
9.A	Recognize, name, and match common shapes.	III.F.2	Identifies several shapes.
9.B	Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.	III.F.1	Shows understanding of several positional words.
Goal 10: Begin to make predictions and collect data information.			
10.A	Generate questions and processes for answering them.	III.A.3	Uses words and representations to describe mathematical ideas.
10.B	Organize and describe data and information.	III.A.1	Shows interest in solving problems.
10.C	Determine, describe, and apply the probabilities of events.		



Science

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–3
Goal II: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	
11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	IV.A.1 Asks questions that arise during explorations. IV.A.4 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.
Goal I2: Explore concepts and information about the physical, earth, and life sciences.	
12.A Understand that living things grow and change.	IV.B.1 Explores the properties of objects and materials, and how they change.
12.B Understand that living things rely on the environment and/or others to live and grow.	IV.B.2 Explores how objects and materials move.
12.C Explore the physical properties of objects.	IV.B.3 Explores and describes light and sound.
12.D Explore concepts of force and motion.	IV.C.1 Explores the characteristics of living things.
12.E Explore concepts and information related to the Earth, including ways to take care of our planet.	IV.C.2 Explores the needs of living things.
12.F Explore changes related to the weather and seasons.	IV.D.1 Observes the sky and the natural and human-made objects in it.
	IV.D.2 Explores rocks, water, soil, and sand.
	IV.D.3 Observes weather and seasonal changes.
Goal I3: Understand important connections and understandings in science and engineering.	
13.A Understand rules to follow when investigating and exploring.	IV.A.3 Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.
13.B Use tools and technology to assist with science and engineering investigations.	IV.A.2 Uses senses and simple tools to explore.



Social Studies

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–3
Goal 14: Understand some concepts related to citizenship.	
14.A Understand what it means to be a member of a group and community.	V.C.1 Shows beginning awareness of rules.
14.B Understand the structures and functions of the political systems of Illinois, the United States, and other nations.	
14.C Understand ways groups make choices and decisions.	V.C.1 Shows beginning awareness of rules.
14.D Understand the role that individuals can play in a group or community.	
14.E Understand United States foreign policy as it relates to other nations and international issues.	
14.F Understand the development of United States’ political ideas and traditions.	
Goal 15: Explore economic systems and human interdependence.	
15.A Explore roles in the economic system and workforce.	V.B.1 Begins to understand different kinds of families.
15.B Explore issues of limited resources in the early childhood environment and world.	V.B.2 Recognizes that people do different kinds of jobs.
15.C Understand that scarcity necessitates choices by producers.	V.B.3 Explores technology in their environment.
15.D Explore concepts about trade as an exchange of goods or services.	
15.E Understand the impact of government policies and decisions on production and consumption in the economy.	



Social Studies (continued)

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–3
Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.	
16.A Explore his or her self and personal history.	V.A.1 Begins to recognize their physical characteristics and those of others.
16.B Understand the development of significant political events.	
16.C Understand the development of economic systems.	
16.D Understand Illinois, United States, and world social history.	
16.E Understand Illinois, United States, and world environmental history.	
Goal 17: Explore geography, the child’s environment, and where people live, work, and play.	
17.A Explore environments and where people live.	V.B.2 Recognizes that people do different kinds of jobs.
17.B Analyze and explain characteristics and interactions of the Earth’s physical systems.	V.D.1 Shows beginning awareness of their environment.
17.C Understand relationships between geographic factors and society.	
17.D Understand the historical significance of geography.	
Goal 18: Explore people and families.	
18.A Explore people, their similarities, and their differences.	V.A.1 Begins to recognize their physical characteristics and those of others.
18.B Develop an awareness of self within the context of family.	
18.C Understand how social systems form and develop over time.	V.B.1 Begins to understand different kinds of families.



Physical Development and Health

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–3
Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	
19.A Demonstrate physical competency and control of large and small muscles.	VII.A.1 Moves with some balance and control.
19.B Demonstrate awareness and coordination of body movements.	VII.B.1 Begins to use strength and control to perform simple tasks.
19.C Demonstrate knowledge of rules and safety during activity.	VII.B.3 Explores the use of various drawing and art tools.
Goal 20: Develop habits for lifelong fitness.	
20.A Achieve and maintain a health-enhancing level of physical fitness.	VII.A.2 Coordinates basic movement patterns to perform simple tasks.
20.B Assess individual fitness levels.	
20.C Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.	
Goal 21: Develop team-building skills by working with others through physical activity.	
21.A Demonstrate individual responsibility during group physical activities.	I.D.3 Participates in the group life of the class.
21.B Demonstrate cooperative skills during structured group physical activity.	
Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.	
22.A Explain the basic principles of health promotion, illness prevention, treatment, and safety.	VII.C.2 Follows basic safety rules with reminders.
22.B Describe and explain the factors that influence health among individuals, groups, and communities.	
22.C Explain how the environment can affect health.	



Physical Development and Health (continued)

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–3
Goal 23: Understand human body systems and factors that influence growth and development.	
23.A Describe and explain the structure and functions of the human body systems and how they interrelate.	VII.C.1 Begins to perform self-care tasks.
23.B Identify ways to keep the body healthy.	VII.B.2 Uses eye-hand coordination to perform simple tasks.
23.C Describe factors that affect growth and development.	
Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
24.A Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.	I.D.5 Begins to use simple strategies to resolve conflict.
24.B Apply decision-making skills related to the protection and promotion of individual health.	
24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.	VII.C.2 Follows basic safety rules with reminders.



The Arts

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–3
Goal 25: Gain exposure to and explore the arts.	
25.A Investigate, begin to appreciate, and participate in the arts.	VI.A.1 Participates in group music experiences.
25.B Display an awareness of some distinct characteristics of the arts.	VI.B.1 Responds to artistic creations or events.
25.C Understand processes, traditional tools, and modern technologies used in the arts.	VI.A.3 Uses a variety of art materials for tactile experience and exploration.
Goal 26: Understand that the arts can be used to communicate ideas and emotions.	
26.A Understand ways to express meaning through the arts.	VI.A.2 Participates in creative movement, dance, and drama.
Goal 27: Understand the role of the arts in civilizations, past and present.	
27.A Analyze how the arts function in history, society, and everyday life.	
27.B Understand how the arts shape and reflect history, society, and everyday life.	



English Language Learner Home Language Development

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–3
Goal 28: Use the home language to communicate within and beyond the classroom.	
28.A Use the home language at age-appropriate levels for a variety of social and academic purposes.	II.E.1 Follows directions.
Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	
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.	II.F.2 Develops awareness of the sounds of English.
	II.G.3 Speaks in social situations.



Social/Emotional Development

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–3
Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.	
30.A Identify and manage one’s emotions and behavior.	I.A.2 Shows some independence and self-direction.
	I.A.1 Demonstrates self-confidence.
	I.B.2 Manages transitions.
30.B Recognize own uniqueness and personal qualities.	I.C.1 Shows eagerness and curiosity as a learner.
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.	
31.A Develop positive relationships with peers and adults.	I.D.1 Interacts with one or more children.
31.B Use communication and social skills to interact effectively with others.	I.D.2 Interacts with familiar adults.
31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive way.	I.D.5 Begins to use simple strategies to resolve conflict.
	I.D.4 Begins to identify feelings and responds to those of others.
Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	
32.A Begin to consider ethical, safety, and societal factors in making decisions.	I.C.3 Approaches tasks with flexibility and inventiveness.
32.B Apply decision-making skills to deal responsibly with daily academic and social situations.	I.C.2 Attends briefly and seeks help when encountering a problem.
32.C Contribute to the well-being of one’s school and community.	I.B.1 Follows simple classroom rules and routines with guidance.
	I.D.3 Participates in the group life of the class.