



The Work Sampling System[®]

Illinois Early Learning and Developmental Standards
Preschool–4

Language Arts

Illinois Early Learning and Developmental Standards	The Work Sampling System, 5th Edition Performance Indicators for Preschool–4
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-or three-step directions.
I.C Use language to convey information and ideas.	II.B.1 Speaks clearly enough to be understood without contextual cues.
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 understanding of books and reading.
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 Recounts some key ideas and details from text.
3.B Recognize features of nonfiction books.	



Language Arts (continued)

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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 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 ideas and stories through pictures, dictation, and play.
5.B Use writing to represent ideas and information.	II.D.2 Uses letter-like shapes, symbols, and letters to convey meaning.
5.C Use writing to research and share knowledge.	II.D.3 Understands purposes for writing.



Mathematics

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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	Reasons quantitatively and begins to use some tools.
6.B	Add and subtract to create new numbers and begin to construct sets.	III.B.1	Counts with understanding.
6.C	Begin to make reasonable estimates of numbers.	III.C.1	Understands and begins to apply addition and subtraction to problems.
6.D	Compare quantities using appropriate vocabulary terms.	III.B.2	Shows beginning understanding of number and 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	Orders, compares, and describes objects according to a single attribute.
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.A.4	Begins to recognize patterns and makes simple generalizations.
8.B	Describe and document patterns using symbols.	III.F.3	Composes and decomposes shapes.
Goal 9: Explore concepts of geometry and spatial relations.			
9.A	Recognize, name, and match common shapes.	III.F.2	Begins to recognize and describe the attributes of shapes.
9.B	Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.	III.F.1	Shows understanding of and uses 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	Begins to make sense of problems and uses simple strategies to solve them.
10.C	Determine, describe, and apply the probabilities of events.		



Science

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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 and begins to solve problems 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 in different circumstances.
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 solutions to problems.



Social Studies

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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 Demonstrates awareness of rules. V.C.2 Shows awareness of what it means to be a leader.
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 Demonstrates awareness of rules.
14.D Understand the role that individuals can play in a group or community.	V.A.2 Demonstrates beginning awareness of community, city, and state.
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 family needs, roles, and relationships.
15.B Explore issues of limited resources in the early childhood environment and world.	V.B.2 Identifies some people’s jobs and what is required to perform them.
15.C Understand that scarcity necessitates choices by producers.	V.B.3 Begins to be aware of how technology affects their lives.
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)

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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 Identifies similarities and differences in personal and family characteristics.
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.D.1 Describes the location of things in the environment.
17.B Analyze and explain characteristics and interactions of the Earth’s physical systems.	V.D.2 Shows awareness of the environment.
17.C Understand relationships between geographic factors and society. .	V.D.3 Shows some awareness of ways people affect their environment.
17.D Understand the historical significance of geography.	
Goal 18: Explore people and families.	
18.A Explore people, their similarities, and their differences.	
18.B Develop an awareness of self within the context of family.	V.A.1 Identifies similarities and differences in personal and family characteristics.
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

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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 increased balance and control.
19.B Demonstrate awareness and coordination of body movements.	VII.B.1 Uses emerging strength and control to perform simple tasks.
19.C Demonstrate knowledge of rules and safety during activity.	VII.B.3 Shows beginning control of writing, 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 combined 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)

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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 Performs some self-care tasks independently.
23.B Identify ways to keep the body healthy.	VII.B.2 Uses eye–hand coordination to perform 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

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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.	
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.3 Uses a variety of art materials for tactile experience and exploration.
	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

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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.
	II.E.2 Gains meaning by listening.
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 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 easily with one or more children.
31.B Use communication and social skills to interact effectively with others.	I.D.2 Interacts easily 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 to task 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.
	I.D.3 Participates in the group life of the class.