



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

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With
Illinois Early Learning and Development Standards for Preschool

This document aligns the content in the *Illinois Early Learning and Development Standards for Preschool* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

Illinois State Board of Education. (2013). *Illinois early learning and development standard for preschool*. Springfield, IL: Author. Retrieved from http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf

Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author.

<i>Illinois Early Learning and Development Standards for Preschool</i>	<i>How The Creative Curriculum® for Preschool meets Illinois Early Learning and Development Standards for Preschool</i>
Language Arts	
Goal 1 Demonstrate increasing competence in oral communication (listening and speaking).	
Learning Standard 1.A Demonstrate understanding through age-appropriate responses.	
1.A.ECa. Follow simple one-, two- and three- step directions.	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p>
1.A.ECb. Respond appropriately to questions from others.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
1.A.ECc. Provide comments relevant to the context.	<p>Uses appropriate conversational and other communication skills</p> <p>Uses social rules of language</p> <p>Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
1.A.ECd. Identify emotions from facial expressions and body language.	<p>Establishes and sustains positive relationships</p> <p>Responds to emotional cues</p> <p>Identifies basic emotional reactions of others and their causes accurately</p>
Learning Standard 1.B Communicate effectively using language appropriate to the situation and audience.	
1.B.ECa. Use language for a variety of purposes.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p>
1.B.ECb. With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <p>Engages in complex, lengthy conversations (five or more exchanges)</p>

1.B.ECc. Continue a conversation through two or more exchanges.	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
1.B.ECd. Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
Learning Standard 1.C Use language to convey information and ideas.	
1.C.ECa. Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Learning Standard 1.D Speak using conventions of Standard English.	
1.D.ECa. With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
1.D.ECb. Speak using age-appropriate conventions of Standard English grammar and usage.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
1.D.ECc. Understand and use question words in speaking.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Learning Standard 1.E Use increasingly complex phrases, sentences and vocabulary.	
1.E.ECa. With teacher assistance, begin to use compound and complex sentences.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
1.E.ECb. Exhibit curiosity and interest in learning new words heard in conversations and books.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas

1.E.ECc. With teacher assistance use new words acquired through conversations and book-sharing experiences.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
1.E.ECd. With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles, etc.).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
5.E.ECe. With teacher assistance, use adjectives to describe people, places, and things.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Goal 2 Demonstrate understanding and enjoyment of literature.	
Learning Standard 2.A Demonstrate interest in stories and books.	
2.A.ECa. Engage in book sharing experiences with purpose and understanding.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
2.A.ECb. Look at books independently, pretending to read.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
Learning Standard 2.B Recognize key ideas and details in stories.	
2.B.ECa. With teacher assistance, ask and answer questions about books read aloud.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
2B.ECb. With teacher assistance, retell familiar stories with three or more key events.	Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
2.B.ECc. With teacher assistance, identify main character(s) of the story.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult

Learning Standard 2.C Recognize concepts of books.	
2.C.ECa. Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).	Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes
2C.ECb. Identify the front and back covers of books and display correct orientation of books and page-turning skills.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
2.C.ECc.. With teacher assistance, describe the role of an author and illustrator.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
Learning Standard 2.D Establish personal connections with books.	
2.D.ECa. With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
2.D.ECb. With teacher assistance, compare and contrast two stories relating to the same topic.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Goal 3 Demonstrate interest in and understanding of informational text.	
Learning Standard 3.A Recognize key ideas and details in nonfiction text.	
3.A.ECa. With teacher assistance, ask and answer questions about details in a nonfiction book.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
3.A.ECb. With teacher assistance, retell detail(s) about main topic in a nonfiction book.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures

Learning Standard 3.B. Recognize features of nonfiction books.	
3.B.ECa. With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
Goal 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	
Learning Standard 4.A Demonstrate understanding of the organization and basic features of print.	
4.A.ECa. Recognize the difference between print and pictures.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
4.A.ECb. Begin to follow words from left to right, top to bottom, and page by page.	Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow
4.A.ECc. Recognize the one-to-one relationship between spoken and written words.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds
4.A.ECd. Understand that words are separated by spaces in print.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
4.A.ECe. Recognize that letters are grouped to form words.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
4.A.ECf. Differentiate letters from numerals.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

Learning Standard 4.B Demonstrate an emerging understanding of the alphabet.	
4.B.ECa. With teacher assistance, recite the alphabet.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
4.B.ECb. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
4.B.ECc. With teacher assistance, match some upper/lower-case letters of the alphabet.	Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
4.B.ECd. With teacher assistance, begin to form some letters of the alphabet, especially those in own name.	Demonstrates emergent writing skills Writes to convey meaning Letter strings
Learning Standard 4.C Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).	
4.C.ECa. Recognize that sentences are made up of separate words.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
4.C.ECb. With teacher assistance, recognize and match words that rhyme.	Demonstrates phonological awareness Notices and discriminates rhyme Decides whether two words rhyme
4.C.ECc. Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”).	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
4.C.ECd. With teacher assistance, isolate and pronounce the initial sounds in words.	Demonstrates phonological awareness Notices and discriminates alliteration Isolates and identifies the beginning sound of a word

4.C.ECe. With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends individual phonemes in words
4.C.ECf. With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends individual phonemes in words
4.C.ECg. With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends individual phonemes in words
Learning Standard 4.D Demonstrate emergent phonics and word analysis skills.	
4.D.ECa. Recognize own name and common signs and labels in the environment.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
4.D.ECb. With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
4.D.ECc. With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.	Demonstrates emergent writing skills Writes to convey meaning Early invented spelling
Goal 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	
Learning Standard 5.A Demonstrate growing interest and abilities in writing.	
5.A.ECa. Experiment with writing tools and materials.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

5.A.ECb. Use scribbles, letterlike forms, or letters/words to represent written language.	Demonstrates emergent writing skills Writes to convey meaning Letter strings
5.A.ECc. With teacher assistance, write own first name using appropriate upper/lower-case letters.	Demonstrates emergent writing skills Writes name Accurate name
Learning Standard 5.B Use writing to represent ideas and information.	
5.B.ECa. With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols
5.B.ECb. With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols
5.B.ECc. With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	Uses language to express thoughts and needs Tells about another time or place Tells elaborate stories that refer to other times and places
Learning Standard 5.C Use writing to research and share knowledge.	
5.C.ECa. Participate in group projects or units of study designed to learn about a topic of interest.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses a variety of resources to find answers to questions
5.C.ECb. With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation

Mathematics	
Goal 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	
Learning Standard 6.A Demonstrate beginning understanding of numbers, number names, and numerals.	
6.A.ECa. Count with understanding and recognize “how many” in small sets up to 5.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the
6.A.ECb. Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the
6.A.ECc. Understand and appropriately use informal and everyday terms that mean zero, such as “none” or “nothing”.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the
6.A.ECd. Connect numbers to quantities they represent using physical models and informal representations.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
6.A.ECe. Differentiate numerals from letters and recognize some single-digit written numerals.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
6.A.ECf. Verbally recite numbers from one to 10.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
6.A.ECg. Be able to say the number after another in the series up to 9 when given a “running start”, as in “What comes after one, two, three, four...?”.	Uses number concepts and operations Counts Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

Learning Standard 6.B Add and subtract to create new numbers and begin to construct sets.	
6.B.ECa. Recognize that numbers (or sets of objects) can be combined or separated to make another number.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
6.B.ECb. Show understanding of how to count out and construct sets of objects of a given number up to 5.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
6.B.ECc. Identify the new number created when small sets (up to 5) are combined or separated.	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
6.B.ECd. Informally solve simple mathematical problems presented in a meaningful context.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
6.B.ECe. Fairly share a set of up to 10 items between two children.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

Learning Standard 6.C Begin to make reasonable estimates of numbers.	
6.C.ECa. Estimate number of objects in a set.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the
Learning Standard 6.D Compare quantities using appropriate vocabulary terms.	
6.D.ECa. Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
6.D.ECb. Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to” or “same as”.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Goal 7 Explore measurement of objects and quantities.	
Learning Standard 7.A Measure objects and quantities using direct comparison methods and non standard units.	
7.A.ECa. Compare, order, and describe objects according to a single attribute.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
7.A.ECb. Use nonstandard units to measure attributes such as length and capacity.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
7.A.ECc. Use vocabulary that describes and compares length, height, weight, capacity and size.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

7.A.ECd. Begin to construct a sense of time through participation in daily activities.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Learning Standard 7.B Begin to make estimates of measurements.	
7.B.ECa. Practice estimating in everyday play and everyday measurement problems.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Learning Standard 7.C Explore tools used for measurement.	
7.C.ECa. With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
7.C.ECb. Know that different attributes, such as length, weight, and time are measured using different kinds of units, such as feet, pounds, and seconds.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Goal 8 Identify and describe common attributes, patterns, and relationships in objects.	
Learning Standard 8.A Explore objects and patterns.	
8.A.ECa. Sort, order, compare and describe objects according to characteristics or attribute(s).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
8.A.ECb. Recognize, duplicate, extend, and create simple patterns in various formats.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
Learning Standard 8.B Describe and document patterns using symbols.	
8.B.ECa. With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.	Demonstrates knowledge of patterns Copies simple repeating patterns

Goal 9 Explore concepts of geometry and spatial relations.	
Learning Standard 9.A Recognize, name, and match common shapes.	
9.A.ECa. Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
9.A.ECb. Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
9.A.ECc. Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
9.A.ECd. Combine two-dimensional shapes to create new shapes.	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
9.A.ECe. Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Learning Standard 9.B Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.	
9.B.ECa. Show understanding of location and ordinal position.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
9.B.ECb. Use appropriate vocabulary for identifying location and ordinal position.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

Goal 10 Begin to make predictions and collect data information.	
Learning Standard 10.A Generate questions and processes for answering them.	
10.A.ECa. With teacher assistance, come up with meaningful questions that can be answered through gathering information.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols
10.A.ECb. Gather data about themselves and their surroundings to answer meaningful questions.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Learning Standard 10.B Organize and describe data and information.	
10.B.ECa. Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols
10.B.ECb. Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.	Uses scientific inquiry skills
Learning Standard 10.C Determine, describe, and apply the probabilities of events.	
10.C.ECa. Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always” and “never”.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

Science	
Goal 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	
Learning Standard 11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems and drawing conclusions.	
11.A.ECa. Express wonder and curiosity about their world by asking questions, solving problems, and designing things.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas Uses scientific inquiry skills
11.A.ECb. Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols Uses scientific inquiry skills
11.A.ECc. Plan and carry out simple investigations.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Uses scientific inquiry skills
11.A.ECd. Collect, describe, compare and record information from observations and investigations.	Uses scientific inquiry skills
11.A.ECe. Use mathematical and computational thinking.	Uses scientific inquiry skills

11.A.ECf. Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Uses scientific inquiry skills
11.A.ECg. Generate explanations and communicate ideas and/or conclusions about their investigations.	Uses scientific inquiry skills
Goal 12 Explore concepts and information about the physical, earth, and life sciences.	
Learning Standard 12.A Understand that living things grow and change.	
12.A.ECa. Observe, investigate, describe, and categorize living things.	Demonstrates knowledge of the characteristics of living things
12.A.ECb. Show an awareness of changes that occur in oneself and the environment.	Demonstrates knowledge of Earth's environment
Learning Standard 12.B Understand that living things rely on the environment and/or others to live and grow.	
12.B.ECa. Describe and compare basic needs of living things.	Demonstrates knowledge of the characteristics of living things
12.B.ECb. Show respect for living things.	Demonstrates knowledge of Earth's environment
Learning Standard 12.C Explore the physical properties of objects.	
12.C.ECa. Identify, describe, and compare the physical properties of objects.	Demonstrates knowledge of the physical properties of objects and materials
12.C.ECb. Experiment with changes in matter when combined with other substances.	Demonstrates knowledge of the physical properties of objects and materials
Learning Standard 12.D Explore concepts of force and motion.	
12.D.ECa. Describe the effects of forces in nature.	Demonstrates knowledge of the physical properties of objects and materials
12.D.ECb. Explore the effect of force on objects in and outside the early childhood environment.	Demonstrates knowledge of the physical properties of objects and materials

Learning Standard 12.E Explore concepts and information related to the Earth, including ways to take care of our planet.	
12.E.ECa. Observe and describe characteristics of earth, water, and air.	Demonstrates knowledge of Earth’s environment
12.E.ECb. Participate in discussions about simple ways to take care of the environment.	Demonstrates knowledge of Earth’s environment
Learning Standard 12.F Explore changes related to the weather and seasons.	
12.F.ECa. Observe and discuss changes in weather and seasons using common vocabulary.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Goal 13 Understand important connections and understanding in science and engineering.	
Learning Standard 13.A Understand rules to follow when investigating and exploring.	
13.A.ECa. Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Learning Standard 13.B Use tools and technology to assist with science and engineering investigations.	
13.B.ECa. Use nonstandard and standard scientific tools for investigation.	Uses tools and other technology to perform tasks
13.B.ECb. Become familiar with technological tools that can aid in scientific inquiry.	Uses tools and other technology to perform tasks

Social Studies	
Goal 14 Understand some concepts related to citizenship.	
Learning Standard 14.A Understand what it means to be a member of a group and community.	
14.A.ECa. Recognize the reasons for rules in the home and early childhood environment and for laws in the community.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
14.A.ECb. Contribute to the well-being of one’s early childhood environment, school, and community.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Learning Standard 14.C Understand ways groups make choices and decisions.	
14.C.ECa. Participate in voting as a way of making choices.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Learning Standard 14.D Understand the role that individuals can play in a group or community.	
14.D.ECa. Develop an awareness of what it means to be a leader.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
14.D.ECb. Participate in a variety of roles in the early childhood environment.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors

Goal 15 Explore economic systems and human interdependence.	
Learning Standard 15.A Explore roles in the economic system and workforce.	
15.A.ECa. Describe some common jobs and what is needed to perform those jobs.	Shows basic understanding of people and how they live
15.A.ECb. Discuss why people work.	Shows basic understanding of people and how they live
Learning Standard 15.B Explore issues of limited resources in the early childhood environment and world.	
15.B.ECa. Understand that some resources and money are limited.	Shows basic understanding of people and how they live
Learning Standard 15.D Explore concepts about trade as an exchange of goods or services.	
15.D.ECa. Begin to understand the use of trade or money to obtain goods and services.	Shows basic understanding of people and how they live
Goal 16 Develop an awareness of the self and his or her uniqueness and individuality.	
Learning Standard 16.A Explore his or her self and personal history.	
16.A.ECa. Recall information about the immediate past.	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
16.A.ECb. Develop a basic awareness of self as an individual.	Demonstrates knowledge about self

Goal 17. Explore geography, the child’s environment, and where people live, work, and play.	
Learning Standard 17.A Explore environments and where people live.	
17.A.ECa. Locate objects and places in familiar environments.	Demonstrates simple geographic knowledge
17.A.ECb. Express beginning geographic thinking.	Demonstrates simple geographic knowledge
Goal 18 Explore people and families.	
Learning Standard 18.A Explore people, their similarities, and their differences.	
18.A.ECa. Recognize similarities and differences in people.	Shows basic understanding of people and how they live
Learning Standard 18.B Develop an awareness of self within the context of family.	
18.B.ECa. Understand that each of us belongs to a family and recognize that families vary.	Demonstrates knowledge about self

Physical Development and Health	
Goal 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	
Learning Standard 19.A Demonstrate physical competency and control of large and small muscles.	
19.A.ECa. Engage in active play using gross- and fine- motor skills.	Demonstrates traveling skills Moves purposefully from place to place with control
19.A.ECb. Move with balance and control in a range of physical activities.	Demonstrates balancing skills Sustains balance during simple movement experiences
19.A.ECc. Use strength and control to accomplish tasks.	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
19.A.ECd. Use eye-hand coordination to perform tasks.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
19.A.ECe. Use writing and drawing tools with some control.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

Learning Standard 19.B Demonstrate awareness and coordination of body movements.	
19.B.ECa. Coordinate movements to perform complex tasks.	Demonstrates traveling skills Coordinates complex movements in play and games
19.B.ECb. Demonstrate body awareness when moving in different spaces.	Demonstrates knowledge about self
19.B.ECc. Combine large motor movements with and without the use of equipment.	Demonstrates traveling skills Coordinates complex movements in play and games
Learning Standard 19.C Demonstrate knowledge of rules and safety during activity.	
19.C.ECa. Follow simple safety rules while participating in activities.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Goal 20 Develop habits for life-long fitness.	
Learning Standard 20.A Achieve and maintain a health-enhancing level of physical fitness.	
20.A.ECa. Participate in activities to enhance physical fitness.	Demonstrates traveling skills Moves purposefully from place to place with control
20.A.ECb. Exhibit increased levels of physical activity.	Demonstrates traveling skills Moves purposefully from place to place with control
Goal 21 Develop team-building skills by working with others through physical activity.	
Learning Standard 21.A Demonstrate individual responsibility during group physical activities.	
21.A.ECa. Follow rules and procedures when participating in group physical activities.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
21.A.ECb. Follow directions, with occasional adult reminders, during group activities.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

Learning Standard 21.B Demonstrate cooperative skills during structured group physical activity.	
21.B.ECa. Demonstrate ability to cooperate with others during group physical activities.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Goal 22 Understand principles of health promotion and the prevention and treatment of illness and injury.	
Learning Standard 22.A Explain the basic principles of health promotion, illness prevention, treatment, and safety.	
22.A.ECa. Identify simple practices that promote healthy living and prevent illness.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
22.A.ECb. Demonstrate personal care and hygiene skills, with adult reminders.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
22.A.ECc. Identify and follow basic safety rules.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Goal 23 Understand human body systems and factors that influence growth and development.	
Learning Standard 23.A Describe and explain the structure and functions of the human body systems and how they interrelate.	
23.A.ECa. Identify body parts and their functions.	Demonstrates knowledge about self
Learning Standard 23.B Identify ways to keep the body healthy.	
23.B.ECa. Identify examples of healthy habits.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
23.B.ECb. Identify healthy and nonhealthy foods and explain the effect of these foods on the body.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

Goal 24 Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
Learning Standard 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.	
24.C.ECa. Participate in activities to learn to avoid dangerous situations.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

The Arts	
Goal 25 Gain exposure to and explore the arts.	
Learning Standard 25.A Investigate, begin to appreciate, and participate in the arts.	
25.A.ECa. Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.	Explores dance and movement concepts
25.A.ECb. Drama: Begin to appreciate and participate in dramatic activities.	Explores drama through actions and language
25.A.ECc. Music: Begin to appreciate and participate in music activities.	Explores musical concepts and expression
25.A.ECd. Visual Arts: Investigate and participate in activities using visual arts materials.	Explores the visual arts
Learning Standard 25.B Display an awareness of some distinct characteristics of the arts.	
26.B.ECa. Describe or respond to their creative work or the creative work of others.	Explores the visual arts
Goal 26 Understand that the arts can be used to communicate ideas and emotions.	
Learning Standard 26.B Understand ways to express meaning through the arts.	
26.B.ECa. Use creative arts as an avenue for self-expression.	Explores the visual arts

English Language Learner Home Language Development	
Goal 28 Use the home language to communicate within and beyond the classroom.	
Learning Standard 28.A Use the home language at age-appropriate levels for a variety of social and academic purposes.	
28.A.ECa. May demonstrate progress and mastery of benchmarks through home language.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
28.A.ECb. Use home language in family, community, and early childhood settings.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
28.A.ECc. Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.	Shows basic understanding of people and how they live
Goal 29 Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	
Learning 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.	
29.A.ECa. Use home cultural and linguistic knowledge to express current understandings and construct new concepts.	Shows basic understanding of people and how they live
29.A.ECb. With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
29.A.ECc. Exhibit foundational literacy skills in home language to foster transfer to English.	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted

Social/Emotional Development	
Goal 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	
Learning Standard 30.A Identify and manage one's emotions and behavior.	
30.A.ECa. Recognize and label basic emotions.	<ul style="list-style-type: none"> Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
30.A.ECb. Use appropriate communication skills when expressing needs, wants, and feelings.	<ul style="list-style-type: none"> Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
30.A.ECc. Express feelings that are appropriate to the situation.	<ul style="list-style-type: none"> Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
30.A.ECd. Begin to understand and follow rules.	<ul style="list-style-type: none"> Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
30.A.ECe. Use materials with purpose, safety, and respect.	<ul style="list-style-type: none"> Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
30.A.ECf. Begin to understand the consequences of his or her behavior.	<ul style="list-style-type: none"> Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

Learning Standard 30.B Recognize own uniqueness and personal qualities.	
30.B.ECa. Describe self using several basic characteristics.	Demonstrates knowledge about self
Learning Standard 30.C Demonstrate skills related to successful personal and school outcomes.	
30.C.ECa. Exhibit eagerness and curiosity as a learner.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
30.C.ECb. Demonstrate persistence and creativity in seeking solutions to problems.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
30.C.ECc. Show some initiative, self-direction, and independence in actions.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
30.C.ECd. Demonstrate engagement and sustained attention in activities.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Goal 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
Learning Standard 31.A Develop positive relationships with peers and adults.	
31.A.ECa. Show empathy, sympathy, and caring for others.	Establishes and sustains positive relationships Responds to emotional cues Recognizes that others' feelings about a situation might be different from his or her own
31.A.ECb. Recognize the feelings and perspectives of others.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
31.A.ECc. Interact easily with familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults

31.A.ECd. Demonstrate attachment to familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
31.A.ECe. Develop positive relationships with peers.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
Learning Standard 31.B Use communication and social skills to interact effectively with others.	
31.B.ECa. Interact verbally and nonverbally with other children.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
31.B.ECb. Engage in cooperative group play.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
31.B.ECc. Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Learning Standard 31.C Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.	
31.C.ECa. Begin to share materials and experiences and take turns.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
31.C.ECb. Solve simple conflicts with peers with independence, using gestures or words.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
31.C.ECc. Seek adult help when needed to resolve conflict.	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems

Goal 32 Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	
Learning Standard 32.A Begin to consider ethical, safety and societal factors in making decisions.	
32.A.ECa. Participate in discussions about why rules exist.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
32.A.ECb. Follow rules and make good choices about behavior.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Learning Standard 32.B Apply decision-making skills to deal responsibly with daily academic and social situations.	
32.B.ECa. Participate in discussions about finding alternative solutions to problems.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility