

# Illinois Early Learning Project

## Resources on Early Learning Illinois Early Learning Standards Benchmarks

### Language Arts

- [1.A.ECa](#) Understand that pictures and symbols have meaning and that print carries a message.
- [1.A.ECb](#) Understand that reading progresses from left to right and top to bottom.
- [1.A.ECc](#) Identify labels and signs in the environment.
- [1.A.ECd](#) Identify some letters, including those in own name.
- [1.A.ECe](#) Make some letter-sound matches.
- [1.B.ECa](#) Predict what will happen next using pictures and content for guides.
- [1.B.ECb](#) Begin to develop phonological awareness by participating in rhyming activities.
- [1.B.ECc](#) Recognize separable and repeating sounds in spoken language.
- [1.C.ECa](#) Retell information from a story.
- [1.C.ECb](#) Respond to simple questions about reading material.
- [1.C.ECc](#) Demonstrate understanding of literal meaning of stories by making comments.
- [2.A.EC](#) Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.
- [2.B.EC](#) Show independent interest in reading-related activities.
- [3.A.EC](#) Use scribbles, approximations of letters, or known letters to represent written language.
- [3.B.EC](#) Dictate stories and experiences.
- [3.C.EC](#) Use drawing and writing skills to convey meaning and information.
- [4.A.EC](#) Listen with understanding and respond to directions and conversations.
- [4.B.EC](#) Communicate needs, ideas and thoughts.
- [5.A.EC](#) Seek answers to questions through active exploration.
- [5.B.EC](#) Relate prior knowledge to new information.

[5.C.EC](#) Communicate information with others.

## Mathematics

[6.A.ECa](#) Use concepts that include number recognition, counting and one-to-one correspondence.

[6.A.ECb](#) Count with understanding and recognize "how many" in sets of objects.

[6.B.EC](#) Solve simple mathematical problems.

[6.C.ECa](#) Explore quantity and number.

[6.C.ECb](#) Connect numbers to quantities they represent using physical models and representations.

[6.D.EC](#) Make comparisons of quantities.

[7.A.ECa](#) Demonstrate a beginning understanding of measurement using non-standard units and measurement words.

[7.A.ECb](#) Construct a sense of time through participation in daily activities.

[7.B.EC](#) Show understanding of and use comparative words.

[7.C.EC](#) Incorporate estimating and measuring activities into play.

[8.A.EC](#) Sort and classify objects by a variety of properties.

[8.B.ECa](#) Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.

[8.B.ECb](#) Begin to order objects in series or rows.

[8.C.EC](#) Participate in situations that involve addition and subtraction using manipulatives.

[8.D.EC](#) Describe qualitative change, such as measuring to see who is growing taller.

[9.A.EC](#) Recognize geometric shapes and structures in the environment.

[9.B.EC](#) Find and name locations with simple words, such as "near".

[10.A.ECa](#) Represent data using concrete objects, pictures, and graphs.

[10.A.ECb](#) Make predictions about what will happen next.

[10.B.EC](#) Gather data about themselves and their surroundings.

## Science

[11.A.ECa](#) Use senses to explore and observe materials and natural phenomena.

[11.A.ECb](#) Collect, describe and record information.

- [11.B.ECa](#) Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.
- [11.B.ECb](#) Become familiar with the use of devices incorporating technology.
- [12.A.ECa](#) Investigate and categorize living things in the environment.
- [12.A.ECb](#) Show an awareness of changes that occur in themselves and their environment.
- [12.B.EC](#) Describe and compare basic needs of living things.
- [12.C.EC](#) Make comparisons among objects that have been observed.
- [12.D.EC](#) Describe the effects of forces in nature (e.g. wind, gravity and magnetism).
- [12.E.ECa](#) Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy).
- [12.E.ECb](#) Participate in recycling in their environment.
- [12.F.EC](#) Identify basic concepts associated with night/day and seasons.
- [13.A.EC](#) Begin to understand basic safety practices.
- [13.B.ECa](#) Express wonder and ask questions about their world.
- [13.B.ECb](#) Begin to be aware of technology and how it affects their lives.

## **Social Science**

- [14.A.EC](#) Recognize the reasons for rules.
- [14.C.EC](#) Participate in voting as a way of making choices.
- [14.D.EC](#) Develop an awareness of roles of leaders in their environment.
- [15.A.EC](#) Identify community workers and the services they provide.
- [15.D.EC](#) Begin to understand the use of trade to obtain goods and services.
- [16.A.EC](#) Recall information about the immediate past.
- [17.A.ECa](#) Locate objects and places in familiar environments.
- [17.A.ECb](#) Express beginning geographic thinking.
- [18.A.EC](#) Recognize similarities and differences in people.
- [18.B.EC](#) Understand that each of us belongs to a family and recognize that families vary.

## **Physical Development and Health**

- [19.A.ECa](#) Engage in active play using gross motor skills.
- [19.A.ECb](#) Engage in active play using fine motor skills.
- [19.B.EC](#) Coordinate movements to perform complex tasks.
- [19.C.EC](#) Follow simple safety rules while participating in activities.
- [20.A.EC](#) Participate in developmental activities related to physical fitness.
- [20.B.EC](#) Exhibit increased endurance.
- [21.A.EC](#) Follow rules and procedures when participating in group physical activities.
- [21.B.EC](#) Demonstrate ability to cooperate with others during group physical activities.
- [22.A.EC](#) Participate in simple practices that promote healthy living and prevent illness.
- [23.A.EC](#) Identify body parts and their functions.
- [23.B.EC](#) Act independently in caring for personal hygiene needs.
- [24.A.ECa](#) Use appropriate communication skills when expressing needs, wants and feelings.
- [24.A.ECb](#) Use socially acceptable ways to resolve conflict.
- [24.C.EC](#) Participate in activities to learn to avoid dangerous situations.

## **Fine Arts**

- [25.A.ECa](#) Dance: Investigate the elements of dance.
- [25.A.ECb](#) Drama: Investigate the elements of drama.
- [25.A.ECc](#) Music: Investigate the elements of music.
- [25.A.ECd](#) Visual Arts: Investigate the elements of visual arts.
- [25.B.EC](#) Describe or respond to their own creative work or the creative work of others.
- [26.A.ECa](#) Dance: Participate in dance activities.
- [26.A.ECb](#) Drama: Participate in drama activities.
- [26.A.ECc](#) Music: Participate in music activities.
- [26.A.ECd](#) Visual Arts: Participate in the visual arts.
- [26.B.EC](#) Use creative arts as an avenue for self-expression.

## Foreign Language

[28.A.EC](#) Maintain the native language for use in a variety of purposes.

[30.A.EC](#) Use and maintain the native language in order to build upon and develop transferable language and literacy skills.

## Social/Emotional Development

[31.A.ECa](#) Describe self by using several basic characteristics.

[31.A.ECb](#) Exhibit eagerness and curiosity as a learner.

[31.A.ECc](#) Exhibit persistence and creativity in seeking solutions to problems.

[31.A.ECd](#) Show some initiative and independence in actions.

[31.A.ECe](#) Use appropriate communication skills when expressing needs, wants and feelings.

[32.A.ECa](#) Begin to understand and follow rules.

[32.A.ECb](#) Manage transitions and begin to adapt to change in routines.

[32.A.ECc](#) Show empathy and caring for others.

[32.A.ECd](#) Use the classroom environment purposefully and respectfully.

[32.B.ECa](#) Engage in cooperative group play.

[32.B.ECb](#) Begin to share materials and experiences and take turns.

[32.B.ECc](#) Respect the rights of self and others.

[32.B.ECd](#) Develop relationships with children and adults.