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**Head Start Outcomes Indicators**

**Illinois Early Learning Standards**

LANGUAGE DEVELOPMENT	LANGUAGE ARTS
~ <b>Listening &amp; Understanding</b>	
*Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems	*Listen with understanding and respond to directions and conversations.
*Shows progress in understanding and following multi-step directions.	
*Understands an increasingly complex and varied vocabulary.	
*For non-English-speaking children, progresses in listening to and understanding English.	
	*Seeks answers to questions through active exploration.
	*Relate prior knowledge to new information.
~ <b>Speaking &amp; Communicating</b>	
*Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.	*Use language to communicate needs, ideas, and thoughts and to respond to questions. *Communicate information with others. *Dictate stories and experiences.
*Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.	*Use language to communicate needs, ideas, and thoughts and respond to questions.
*Uses an increasingly complex and varied spoken language.	
*Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	
*For non-English-speaking children, progresses in speaking English.	
<b>LITERACY</b>	
~ <b>Phonological Awareness</b>	
*Shows increasing ability to discriminate and identify sounds in spoken language.	*Pay attention to separable and repeating sounds in language.
*Shows growing awareness of beginning and ending sounds of words.	
*Progresses in recognizing matching sounds and rhymes in familiar words, games, songs stories and poems.	*Begin to develop phonological awareness by participating in rhyming games.
*Shows growing ability to hear and discriminate separate syllables in words.	*Pay attention to separable and repeating sounds in language.
*Associate sounds with written words, such as awareness that different words begin with the same sound.	*Pay attention to separable and repeating sounds in language. *Understand that different text forms are used for different purposes.

<b>~Book Knowledge and Appreciation</b>	
*Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.	*Demonstrate understanding of literal meaning of stories by making comments.
*Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	*Respond to simple questions about reading material. *Show independent interest in reading related activities.
*Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.	*Predict what will happen next using pictures and content for guides. *Retell information from a story. *Dictate stories and experiences.
*Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.	
<b>~Print Awareness and Concepts</b>	
*Shows increasing awareness of print in classroom, home and community settings.	*Identify labels and signs in the environment.
*Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.	*Understand that pictures and symbols have meaning. *Experience different forms of print.
*Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.	*Understand that print carries a message and that reading progresses from the left to right and top to bottom. *Understand that different text forms are used for different purposes.
*Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.	
*Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	
<b>~Early Writing</b>	
*Develops understanding that writing is a way of communicating for a variety of purposes.	*Use drawing and writing skills to convey meaning and information.
*Begins to represent stories and experiences through pictures, dictation, and in play.	*Use drawing and writing skills to convey meaning and information.
*Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	
*Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	*Use scribbles, approximations of letters, or known letters to represent written language.
<b>~Alphabet Knowledge</b>	

*Shows progress in associating the names of letters with their shapes and sounds.	*Make some letter-sound matches.
*Increases in ability to notice the beginning letters in familiar words.	*Identify some letters, including those in own name.
*Identifies at least 10 letters of the alphabet, especially those in their name.	*Identify some letters, including those in own name.
*Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	
<b>MATHEMATICS</b>	<b>MATHEMATICS</b>
<b>~Number and Operations</b>	
*Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	*Solve simple mathematical problems. *Explore quantity and number.
*Begins to associate number and concepts, vocabulary, quantities and written numerals in meaningful ways.	*Explore quantity and number. *Connect number words to quantities they represent using physical models and representations. *Make comparisons of quantities.
*Develops increasing ability to count in sequence to 10 and beyond.	
*Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	*Use concepts that include number recognition, counting and one-to-one correspondence.
*Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to	*Make comparisons of quantities. *Find and name locations with simple relationships, such as “near”.
*Develops increased abilities to combine, separate and name “how many” concrete objects.	*Count with understanding and recognizes “how many” in sets of objects.
	*Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.
	*Describe quantitative change, such as growing taller.
<b>~Geometry and Spatial Sense</b>	
*Begins to recognize, describe, compare and name common shapes, their parts and attributes.	*Sort and classify objects by a variety of properties.
*Progresses in ability to put together and take apart shapes.	
*Begins to be able to determine whether or not two shapes are the same size and shape.	*Begin to order and separate objects by size, number and other properties.
*Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.	*Sort and classify objects by a variety of properties. *Recognize, duplicate and extend simple patterns, such as sequences of sounds and other shapes.
*Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, top, bottom, inside, outside, in front and behind.	*Find and name locations with simple relationships, such as “near”.

	*Recognize geometric shapes and structure in the environment and specify their location.
	*Construct a sense of time through participation in daily activities.
<b>~Patterns and Measurement</b>	
*Enhance abilities to recognize, duplicate and extend simple patterns using a variety of materials.	
*Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	
*Begins to make comparisons between several objects based on a single attribute.	
*Shows progress in using standard and non-standard measures for length and area of objects.	*Demonstrate a beginning understanding of measurement using non-standard units and measurement words.
	*Show understanding of and use comparative words.
	*Use tools to measure.
	*Incorporate estimating and measuring activities into play.
	*Represent data using concrete objects, pictures, and graphs.
	*Make predictions about what will occur.
	*Pose questions and gather data about themselves and their surroundings.
<b>SCIENCE</b>	<b>SCIENCE</b>
<b>~Scientific Skills &amp; Methods</b>	
*Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.	*Uses senses to explore and observe materials and natural phenomena.
*Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	*Describe and compare basic needs of living things. *Make comparisons among objects that have been observed.
*Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.	*
*Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps, and charts.	*Collect, describe and record information.
*Begins to describe and discuss predictions, explanations and generalizations based on past experiences.	
<b>~Scientific Knowledge</b>	
*Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.	*Investigate and categorize living things in the environment. *Express wonder and ask questions about their world.
*Expands knowledge of and respect for their body and the environment.	*Show an awareness of changes that occur in themselves and their environment.

*Develops growing awareness of ideas and language related to attributes of time and temperature.	*Describe the effects of forces in nature (e.g. wind, gravity, magnetism). *Use common weather related vocabulary (e.g. rainy, snowy, sunny, windy). *Identify basic concepts associated with night/day and seasons.
*Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	
<b>CREATIVE ARTS</b>	<b>FINE ARTS</b>
~~ <b>Music</b>	
*Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.	*Music: Investigate the elements of music. *Music: Participate in music activities.
*Experiments with a variety of musical instruments.	
~~ <b>Art</b>	
*Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	*Use creative arts as an avenue for self-expression.
*Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic.	*Visual Arts: Investigate the elements of visual arts. *Visual Arts: Participate in visual arts.
*Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.	*Visual Arts: Investigate the elements of visual arts. *Visual Arts: Participate in visual arts.
*Begins to understand and share opinions about artistic products and experiences.	*Describe or respond to their own creative work or the creative work of others.
~~ <b>Movement</b>	
*Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	*Dance: Investigate elements of dance. *Dance: Participate in dance activities.
*Shows growth in moving in time to different patterns of beat and rhythm in music.	*Dance: Investigate elements of dance. *Dance: Participate in dance activities.
~~ <b>Dramatic Play</b>	
*Participates in a variety of dramatic play activities that become more extended and complex.	*Drama: Investigate elements of drama. *Drama: Participate in drama activities.
*Shows growing creativity and imagination in using materials and assuming different roles in dramatic play situations.	*Drama: Investigate elements of drama. *Drama: Participate in drama activities.
<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>
~~ <b>Self-Concept</b>	
*Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	*Describe self by using several basic characteristics.
*Develops growing capacity for independence in a range of activities, routines, and tasks.	*Show some initiative and independence in actions.
*Demonstrates growing confidence in a range of abilities and expresses pride	Express feelings appropriately and show a capacity for humor.

in accomplishments.	
<b>~~Self-Control</b>	
*Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	*Use appropriate communication skills when expressing needs, wants and feelings.
*Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	*Show empathy and caring for others.
*Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	*Begin to understand and follow rules. *Use the classroom environment purposefully and respectfully.
	*Exhibit eagerness and curiosity, as a learner.
	*Exhibit persistence and creativity in seeking solutions to problems.
	*Manage transitions and begin to adapt to change in routines.
	*Stand up for rights.
<b>~~Cooperation</b>	
*Increases abilities to sustain interactions with peers by helping, sharing and discussion.	*Engage in cooperative group play.
*Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.	*Engage in cooperative group play. *Use socially acceptable ways to resolve conflict.
*Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.	*Begin to share materials and experiences and take turns. *Demonstrate ability to cooperate with others during group physical activities.
<b>~~Social Relationships</b>	
*Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	*Develop relationships with children and adults.
*Shows progress in developing friendships with peers.	*Engage in cooperative group play. *Develop relationships with children and adults.
*Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	*Show empathy and caring for others.
<b>~~Knowledge of Families and Communities</b>	
*Develops ability to identify personal characteristics including gender, and family composition.	*Understand that each of us belongs to a family and recognize that families vary.
*Progresses in understanding similarities and differences among people, such as genders, race, special needs, culture, language, and family structures.	*Recognize and appreciate similarities and differences in people.
*Develops growing awareness of jobs and what is required to perform them.	
*Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.	*Express beginning geographic thinking.
	<b>SOCIAL SCIENCE</b>

	*Recognize the reason for rules.
	*Participate in voting as a way of making choices.
	*Develop an awareness of roles of leaders in their environment.
	*Identify the community workers and the services they provide.
	*Begin to understand the use of trade to obtain goods and services.
	*Recall information from immediate past.
*Begins to express and understand concepts and language of geography in the contexts of their classroom and community.	*Locate objects and places in familiar environments.
*Begins to express and understand concepts and language of geography in the contexts of their classroom and community.	*Express beginning geographic thinking.
*Progresses in understanding similarities and differences among people, such as genders, race, special needs, culture, language, and family structures.	*Recognize similarities and differences in people.
*Develops ability to identify personal characteristics including gender, and family composition.	*Understand that each of us belongs to a family and recognize that families vary.
<b>APPROACHES TO LEARNING</b>	
~ <b>Initiative and Curiosity</b>	
*Chooses to participate in an increasing variety of tasks and activities.	
*Develops increased ability to make independent choices.	
*Approaches tasks and activities with increased flexibility, imagination and inventiveness.	
*Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.	*Exhibit eagerness and curiosity as a learner.
~ <b>Engagement and Persistence</b>	
*Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.	*Exhibit persistence and creativity in seeking solutions to problems.
*Demonstrates increasing ability to set goals and develop and follow through on plans.	
Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	
~ <b>Reasoning and Problem-Solving</b>	
*Develops increasing ability to find more than one solution to a question, task or problem.	
*Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	
*Develops increasing abilities to classify, compare and contrast objects, events	

and experiences.	
<b>PHYSICAL HEALTH AND DEVELOPMENT</b>	
<b>~Fine Motor Skills</b>	
*Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.	*Engage in active play using fine and gross motor skills.
*Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.	*Engage in active play using fine and gross motor skills.
*Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.	*Engage in active play using fine and gross motor skills.
<b>~Gross Motor Skills</b>	
*Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	*Coordinate movements to perform complex tasks. *Engage in active play using fine and gross motor skills.
*Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide swing.	*Coordinate movements to perform complex tasks. *Engage in active play using fine and gross motor skills.
<b>~Health Status and Practices</b>	
*Progresses in physical growth, strength, stamina, and flexibility.	*Exhibit increased endurance.
*Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.	*Participate in developmental activities related to physical fitness.
*Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	*Participate in simple practices that promote healthy living and prevent illness. *Act independently in caring for personal hygiene needs.
*Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	*Follow rules and procedures when participating in group activities.
	*Identify body parts and their functions.
	<b>FOREIGN LANGUAGE</b>
	*Maintain the native language for use in a variety of purposes.
	*Develop awareness, sensitivity and respect for culturally and linguistically diverse children and families through meaningful and authentic activities and interactions.
	*Use and maintain the native language in order to develop strong language and literacy skills.