ELS PreK Crosswalk with Illinois Early Learning and Development Standards

Illinois Learning Standards	ELS Strand
Language Arts	
Goal 1	
Demonstrate increasing competence in oral communication (listening and speaking).	
LEARNING STANDARD A	
Demonstrate understanding through age-appropriate responses.	
1.A.ECa Follow simple one-, two-and three-step directions.	5.1
1.A.ECb Respond appropriately to questions from others.	7.1
1.A.ECc Provide comments relevant to the context.	7.1
1.A.ECd Identify emotions from facial expressions and body language.	5.3
LEARNING STANDARD B	
Communicate effectively using language appropriate to the situation and audience.	
1.B.ECa Use language for a variety of purposes.	7.1
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.	7.1
1.B.ECc Continue a conversation through two or more exchanges.	7.1
1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).	5.3, 7.1
LEARNING STANDARD 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.	7.1
LEARNING STANDARD 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.	7.1
1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage.	7.1
1.D.ECc Understand and use question words in speaking.	7.1
LEARNING STANDARD E	
Use increasingly complex phrases, sentences, and vocabulary.	
1.E.ECa With teacher assistance, begin to use increasingly complex sentences.	7.1
1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.	7.1
1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences.	7.1
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.)	7.1
1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.	7.1
Goal 2	
Demonstrate understanding and enjoyment of literature.	
LEARNING STANDARD A	
Demonstrate interest in stories and books.	
2.A.ECa Engage in book-sharing experiences with purpose and understanding.	7.2
2.A.ECb Look at books independently, pretending to read.	No
LEARNING STANDARD B	
Recognize key ideas and details in stories.	
2.B.ECa With teacher assistance, ask and answer questions about books read aloud.	7.2

2.B.ECb	With teacher assistance, retell familiar stories with three or more key events.	7.2
2.B.ECc	With teacher assistance, identify main character(s) of the story.	7.2
LEARNING STANDARD C		
Recognize concepts of books.		
2.C.ECa	Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).	No
2.C.ECb	Identify the front and back covers of books and display the correct orientation of books and page-turning skills.	No
2.C.ECc	With teacher assistance, describe the role of an author and illustrator.	No
LEARNING STANDARD 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.	No
2.D.ECb	With teacher assistance, compare and contrast two stories relating to the same topic.	No
Goal 3		
Demonstrate interest in and understanding of informational text.		
LEARNING STANDARD 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.	4.3, 7.2
3.A.ECb	With teacher assistance, retell detail(s) about main topic in a nonfiction book.	4.3, 7.2
LEARNING STANDARD 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.	No
3.A.ECb	With teacher assistance, retell detail(s) about main topic in a nonfiction book.	4.3, 7.2
Goal 4		
Demonstrate increasing awareness of and competence in emergent reading skills and abilities.		
LEARNING STANDARD A		
Demonstrate understanding of the organization and basic features of print.		
4.A.ECa	Recognize the differences between print and pictures.	9.2
4.A.ECb	Begin to follow words from left to right, top to bottom, and page by page.	No
4.A.ECc	Recognize the one-to-one relationship between spoken and written words.	9.2
4.A.ECd	Understand that words are separated by spaces in print.	No
4.A.ECe	Recognize that letters are grouped to form words.	9.1
4.A.ECf	Differentiate letters from numerals.	1.3
LEARNING STANDARD B		
Demonstrate an emerging knowledge and understanding of the alphabet.		
4.B.ECa	With teacher assistance, recite the alphabet.	9.1
4.B.ECb	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name	9.1, 9.2
4.B.ECc	With teacher assistance, match some upper/lowercase letters of the alphabet.	9.1
4.B.ECd	With teacher assistance, begin to form some letters of the alphabet, especially those in own name.	10.2
LEARNING STANDARD C		
Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).		
4.C.ECa	Recognize that sentences are made up of separate words.	No
4.C.ECb	With teacher assistance, recognize and match words that rhyme.	8.1
4.C.ECc	Demonstrate ability to segment and blend syllables in words (e.g., "trac/tor, tractor").	8.1
4.C.ECd	With teacher assistance, isolate and pronounce the initial sounds in words.	8.1
4.C.ECe	With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).	8.1
4.C.ECf	With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).	8.1
4.C.ECg	With teacher assistance, begin to manipulate sounds (phonemes) in one-syllable words (e.g.,	8.1

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	changing cat to hat to mat).	

LEARNING STANDARD D		
Demonstrate emergent phonics and word-analysis skills.		
4.D.ECa	Recognize own name and common signs and labels in the environment.	9.2
4.D.ECb	With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.	No
4.D.ECc	With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.	10.2

Goal 5		
Demonstrate increasing awareness of and competence in emergent writing skills and abilities.		
LEARNING STANDARD A		
Demonstrate growing interest and abilities in writing.		
5.A.ECa	Experiment with writing tools and materials.	10.1
5.A.ECb	Use scribbles, letterlike forms, or letters/words to represent written language.	10.2
5.A.ECc	With teacher assistance, write own first name using appropriate upper/lowercase letters.	10.2
LEARNING STANDARD 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.	10.1
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.	10.1
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.	10.1
LEARNING STANDARD 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.	No
5.C.ECb	With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.	10.1

Mathematics		
Goal 6		
Demonstrate and apply a knowledge and sense of numbers, including numerations and operations.		
LEARNING STANDARD 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.	1.1
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.	1.1
6.A.ECc	Understand and appropriately use informal or everyday terms that mean zero, such as "none" or "nothing"	No
6.A.ECd	Connect numbers to quantities they represent using physical models and informal representations.	1.1
6.A.ECe	Differentiate numerals from letters and recognize some single-digit written numerals.	1.3
6.A.ECf	Verbally recite numbers from 1 to 10.	1.1
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, …?"	1.1
LEARNING STANDARD 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.	1.2
6.B.ECb	Show understanding of how to count out and construct sets of objects of a given number up to 5.	1.1, 1.2

6.B.ECc	Identify the new number created when small sets (up to 5) are combined or separated.	1.2
6.B.ECd	Informally solve simple mathematical problems presented in a meaningful context.	1.2
6.B.ECe	Fairly share a set of up to 10 items between two children.	1.3, 5.3
LEARNING STANDARD C *Begin to make reasonable estimates of numbers.*		
6.C.ECa	Estimate number of objects in a small set.	1.2
LEARNING STANDARD 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.	1.2
6.D.ECb	Describe comparisons with appropriate vocabulary, such as "more", "less", "greater than", "fewer", "equal to", or "same as".	1.2
Goal 7		
Explore measurement of objects and quantities.		
LEARNING STANDARD A *Measure objects and quantities using direct comparison methods and nonstandard units.*		
7.A.ECa	Compare, order, and describe objects according to a single attribute.	2.1
7.A.ECb	Use nonstandard units to measure attributes such as length and capacity.	3.2
7.A.ECc	Use vocabulary that describes and compares length, height, weight, capacity, and size.	3.2
7.A.ECd	Begin to construct a sense of time through participation in daily activities.	No
7.A.ECa	Compare, order, and describe objects according to a single attribute.	2.1
LEARNING STANDARD B *Begin to make estimates of measurements.*		
7.B.ECa	Practice estimating in everyday play and everyday measurement problems.	3.2
LEARNING STANDARD 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.	3.2
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.	3.2
Goal 8		
Identify and describe common attributes, patterns, and relationships in objects.		
LEARNING STANDARD A *Explore objects and patterns.*		
8.A.ECa	Sort, order, compare, and describe objects according to characteristics or attribute(s).	2.1
8.A.ECb	Recognize, duplicate, extend, and create simple patterns in various formats.	2.2
LEARNING STANDARD 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.	2.2
Goal 9		
Explore concepts of geometry and spatial relations.		
LEARNING STANDARD 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).	3.1
9.A.ECb	Sort collections of two-and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).	3.1
9.A.ECc	Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.	3.1
9.A.ECd	Combine two-dimensional shapes to create new shapes.	3.1
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).	3.1

LEARNING STANDARD B		
Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.		
9.B.ECa	Show understanding of location and ordinal position.	No
9.B.ECb	Use appropriate vocabulary for identifying location and ordinal position.	No
Goal 10		
Begin to make predictions and collect data information.		
LEARNING STANDARD 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.	4.3
10.A.ECb	Gather data about themselves and their surroundings to answer meaningful questions.	No
LEARNING STANDARD B		
Organize and describe data and information.		
10.B.ECa	Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.	2.1
10.B.ECb	Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.	4.2
LEARNING STANDARD 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".	No
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 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.	4.1, 4.3
11.A.ECb	Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.	4.1
11.A.ECc	Plan and carry out simple investigations.	4.3
11.A.ECd	Collect, describe, compare, and record information from observations and investigations.	4.1
11.A.ECe	Use mathematical and computational thinking.	1.2
11.A.ECf	Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.	4.1, 4.3
11.A.ECg	Generate explanations and communicate ideas and/or conclusions about their investigations.	4.1, 4.3
GOAL 12		
Explore concepts and information about the life, physical, and earth sciences.		
LEARNING STANDARD A		
Understand that living things grow and change.		
12.A.ECa	Observe, investigate, describe, and categorize living things.	4.1
12.A.ECb	Show an awareness of changes that occur in oneself and the environment.	4.1
LEARNING STANDARD 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.	4.1
12.B.ECb	Show respect for living things.	4.1
LEARNING STANDARD C		
Explore the physical properties of objects.		
12.C.ECa	Identify, describe, and compare the physical properties of objects.	4.1

12.C.ECb Experiment with changes in matter when combined with other substances.	4.3
LEARNING STANDARD D **Explore concepts of force and motion.**	
12.D.ECa Describe the effects of forces in nature.	4.1
12.D.ECb Explore the effect of force on objects in and outside the early childhood environment.	4.3
LEARNING STANDARD 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.	4.1
12.E.ECb Participate in discussions about simple ways to take care of the environment.	4.1
LEARNING STANDARD F **Explore changes related to the weather and seasons.**	
12.F.ECa Observe and discuss changes in weather and seasons using common vocabulary.	4.1
GOAL 13 **Understand important connections and understandings in science and engineering.**	
LEARNING STANDARD 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.	No
LEARNING STANDARD B **Use tools and technology to assist with science and engineering investigations.**	
13.B.ECa Use nonstandard and standard scientific tools for investigation.	No
13.B.ECb Become familiar with technological tools that can aid in scientific inquiry.	No
Social Studies	
GOAL 14 **Understand some concepts related to citizenship.**	
LEARNING STANDARD 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.	5.2
14.A.ECb Contribute to the well-being of one's early childhood environment, school, and community.	5.2, 5.3
LEARNING STANDARD B **Understand the structures and functions of the political systems of Illinois, the United States and other nations.**	
Not Applicable	NA
LEARNING STANDARD C **Understand ways groups make choices and decisions.**	
14.C.ECa Participate in voting as a way of making choices.	No
LEARNING STANDARD 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.	6.2
14.D.ECb Participate in a variety of roles in the early childhood environment.	6.2, 6.3
LEARNING STANDARD E **Understand United States foreign policy as it relates to other nations and international issues.**	
Not applicable	NA
LEARNING STANDARD F **Understand the development of United States' political ideas and traditions.**	
Not applicable	NA
GOAL 15 **Explore economic systems and human interdependence.**	
LEARNING STANDARD A **Explore roles in the economic system and workforce.**	
15.A.ECa Describe some common jobs and what is needed to perform those jobs.	6.3

15.A.ECb Discuss why people work.	6.3
LEARNING STANDARD B	
Explore issues of limited resources in the early childhood environment and world.	
15.B.ECa Understand that some resources and money are limited.	No
LEARNING STANDARD C	
Understand that scarcity necessitates choices by producers.	
Not applicable	NA
LEARNING STANDARD 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.	No
LEARNING STANDARD E	
Understand the impact of government policies and decisions on production and consumption in the economy.	
Not applicable	NA
GOAL 16	
Develop an awareness of the self and his or her uniqueness and individuality.	
LEARNING STANDARD A	
Explore his or her self and personal history.	
16.A.ECa Recall information about the immediate past.	No
16.A.ECb Develop a basic awareness of self as an individual.	No
LEARNING STANDARD B	
Understand the development of significant political events.	
Not applicable.	NA
LEARNING STANDARD C	
Understand the development of economic systems.	
Not applicable.	NA
LEARNING STANDARD D	
Understand Illinois, United States, and World social history.	
Not applicable	NA
LEARNING STANDARD E	
Understand Illinois, United States, and world environmental history.	
Not applicable	NA
GOAL 17	
Explore geography, the child's environment, and where people live, work, and play	
LEARNING STANDARD A	
Explore environments and where people live.	
17.A.ECa Locate objects and places in familiar environments.	No
17.A.ECb Express beginning geographic thinking.	No
LEARNING STANDARD B	
Analyze and explain characteristics and interactions of the Earth's physical systems.	
Not applicable.	NA
LEARNING STANDARD C	
Understand relationships between geographic factors and society.	
Not applicable.	NA
LEARNING STANDARD D	
Understand the historical significance of geography.	
Not applicable.	NA
GOAL 18	
Explore people and families.	
LEARNING STANDARD A	
Explore people, their similarities, and their differences.	
18.A.ECa Recognize similarities and differences in people.	No

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LEARNING STANDARD 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.	No
LEARNING STANDARD C	
Understand how social systems form and develop over time.	
Not applicable	NA
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 A	
Demonstrate physical competency and control of large and small muscles.	
19.A.ECa Engage in active play using gross-and fine-motor skills.	No
19.A.ECb Move with balance and control in a range of physical activities.	11.1, 11.2
19.A.ECc Use strength and control to accomplish tasks.	11.2
19.A.ECd Use eye-hand coordination to perform tasks.	12.1 12.2 12.4
19.A.ECe Use writing and drawing tools with some control.	12.4
LEARNING STANDARD B	
Demonstrate awareness and coordination of body movements.	
19.B.ECa Coordinate movements to perform complex tasks.	11.1+.2 12.1-4
19.B.ECb Demonstrate body awareness when moving in different spaces.	11.2
19.B.ECc Combine large motor movements with and without the use of equipment.	11.1+2 12.1-3
LEARNING STANDARD C	
Demonstrate knowledge of rules and safety during activity.	
19.C.ECa Follow simple safety rules while participating in activities.	No
GOAL 20	
Develop habits for lifelong fitness.	
LEARNING STANDARD A	
Achieve and maintain a health-enhancing level of physical fitness.	
20.A.ECa Participate in activities to enhance physical fitness.	11.1 12.1-3
20.A.ECb Exhibit increased levels of physical activity.	No
LEARNING STANDARD B	
Assess individual fitness levels.	
Not applicable	NA
LEARNING STANDARD C	
Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.	
Not Applicable	NA
GOAL 21	
Develop team-building skills by working with others through physical activity.	
LEARNING STANDARD A	
Demonstrate individual responsibility during group physical activities.	
21.A.ECa Follow rules and procedures when participating in group physical activities.	5.1 6.2
21.A.ECb Follow directions, with occasional adult reminders, during group activities.	5.1
LEARNING STANDARD B	
Demonstrate cooperative skills during structured group physical activity.	
21.B.ECa Demonstrate ability to cooperate with others during group physical activities.	5.3 6.2 11.2
GOAL 22	
Understand principles of health promotion and the prevention and treatment of illness and injury.	
LEARNING STANDARD 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.	No

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22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.	5.1
22.A.ECc Identify and follow basic safety rules.	No
LEARNING STANDARD B **Describe and explain the factors that influence health among individuals, groups, and communities.**	
Not Applicable	NA
LEARNING STANDARD C **Explain how the environment can affect health.**	
Not Applicable	NA
GOAL 23	
Understand human body systems and factors that influence growth and development.	
LEARNING STANDARD 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.	11.2
LEARNING STANDARD B67 **Identify ways to keep the body healthy.**	
23.B.ECa Identify examples of healthy habits.	No
23.B.ECb Identify healthy and nonhealthy foods and explain the effect of these foods on the body.	No
LEARNING STANDARD C **Describe factors that affect growth and development.**	
Not Applicable	NA
GOAL 24	
Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
LEARNING STANDARD A **Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.**	
Not Applicable	NA
LEARNING STANDARD B **Apply decision-making skills related to the protection and promotion of individual health.**	
Not Applicable	NA
LEARNING STANDARD C **Demonstrate skills essential to enhancing health and avoiding dangerous situations.**	
24.C.ECa Participate in activities to learn to avoid dangerous situations.	No
The Arts	
GOAL 25	
Gain exposure to and explore the arts.	
LEARNING STANDARD 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.	6.1
25.A.ECb Drama: Begin to appreciate and participate in dramatic activities.	6.1 6.2
25.A.ECc Music: Begin to appreciate and participate in music activities.	6.1
25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.	6.1
LEARNING STANDARD B **Display an awareness of some distinct characteristics of the arts.**	
25.B.ECa Describe or respond to their creative work or the creative work of others.	6.2
GOAL 26	
Understand that the arts can be used to communicate ideas and emotions.	
LEARNING STANDARD A **Understand processes, traditional tools, and modern technologies used in the arts.**	
Not Applicable	NA

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LEARNING STANDARD B	
Understand ways to express meaning through the arts.	
26.B.ECa Use creative arts as an avenue for self-expression.	No
GOAL 27	
Understand the role of the arts in civilizations, past and present.	
LEARNING STANDARD A	
Analyze how the arts function in history, society, and everyday life.	
Not Applicable	NA
LEARNING STANDARD B	
Understand how the arts shape and reflect history, society, and everyday life.	
Not Applicable	NA
English Language Learner Home Language Development	
GOAL 28	
Use the home language to communicate within and beyond the classroom.	
LEARNING STANDARD 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.	No
28.A.ECb Use home language in family, community, and early childhood settings.	No
28.A.ECc Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.	No
GOAL 29	
Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	
LEARNING STANDARD 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.	No
29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.	No
29.A.ECc Exhibit foundational literacy skills in home language to foster transfer to English.	No
Social/Emotional Development	
GOAL 30	
Develop self-management skills to achieve school and life success and develop positive relationships with others.	
LEARNING STANDARD A	
Identify and manage one's emotions and behavior.	
30.A.ECa Recognize and label basic emotions.	5.3
30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.	5.2
30.A.ECc Express feelings that are appropriate to the situation.	5.2
30.A.ECd Begin to understand and follow rules.	5.1
30.A.ECe Use materials with purpose, safety, and respect.	6.1
30.A.ECf Begin to understand the consequences of his or her behavior.	5.2
LEARNING STANDARD B	
Recognize own uniqueness and personal qualities.	
30.B.ECa Describe self using several basic characteristics.	No
LEARNING STANDARD C	
Demonstrate skills related to successful personal and school outcomes.	
30.C.ECa Exhibit eagerness and curiosity as a learner.	6.1
30.C.ECb Demonstrate persistence and creativity in seeking solutions to problems.	6.2
30.C.ECc Show some initiative, self-direction, and independence in actions.	5.1
30.C.ECd Demonstrate engagement and sustained attention in activities.	6.1

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GOAL 31	
Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
LEARNING STANDARD A	
Develop positive relationships with peers and adults.	
31.A.ECa Show empathy, sympathy, and caring for others.	5.3
31.A.ECb Recognize the feelings and perspectives of others.	5.3
31.A.ECc Interact easily with familiar adults.	5.1
31.A.ECd Demonstrate attachment to familiar adults.	No
31.A.ECe Develop positive relationships with peers.	5.3 5.4 6.2
LEARNING STANDARD B	
Use communication and social skills to interact effectively with others.	
31.B.ECa Interact verbally and nonverbally with other children.	7.1
31.B.ECb Engage in cooperative group play.	6.2, 6.3
31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	5.3
LEARNING STANDARD 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.	5.3
31.C.ECb Solve simple conflicts with peers with independence, using gestures or words.	5.4
31.C.ECc Seek adult help when needed to resolve conflict.	5.4
GOAL 32	
Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	
LEARNING STANDARD A	
Begin to consider ethical, safety, and societal factors in making decisions.	
32.A.ECa Participate in discussions about why rules exist.	5.1
32.A.ECb Follow rules and make good choices about behavior.	5.1, 5.2
LEARNING STANDARD 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.	5.4
LEARNING STANDARD C	
Contribute to the well-being of one's school and community.	
Refer to Social Studies, Standard 14.A .	See SS, 14.A