



# Illinois Early Learning and Development Standards for Preschool

# Correlation



# **DIG: Develop. Inspire. Grow.™**

**Correlated to the**

# **Illinois Early Learning and Development Standards for Preschool**

**Prepared by:**



**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. T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146  
T2TG p. 151  
T3TG pp. 51, 133  
T7TG p. 53  
T8TG p. 51

**1.A.ECb** Respond appropriately to questions from others. T2TG pp. 97, 98, 104, 142  
T3TG pp. 40, 86, 102, 108, 135  
T4TG pp. 28, 62, 95, 130, 135, 136  
T5TG pp. 33, 62, 120, 130  
T6TG pp. 54, 61, 86, 135  
T7TG pp. 40, 62, 98, 156  
T8TG p. 89

**1.A.ECc** Provide comments relevant to the context. T1TG pp. 40, 74, 108, 142  
T2TG pp. 40, 74, 130, 131  
T3TG pp. 40, 62, 68, 74  
T4TG pp. 40, 108  
T5TG pp. 30, 70, 74, 76  
T6TG pp. 40, 74, 108, 130  
T7TG pp. 74, 76, 121, 130, 148  
T8TG pp. 40, 96, 108, 130

**1.A.ECd** Identify emotions from facial expressions and body language. T1TG pp. 102, 119, 120, 121, 136, 155  
T2TG p. 53  
T3TG pp. 80, 86, 102  
T4TG pp. 44, 52, 74  
T5TG pp. 46, 109, 114  
T6TG p. 146  
T8TG p. 155

**Learning Standard 1.B** Communicate effectively using language appropriate to the situation and audience.

**1.B.ECa** Use language for a variety of purposes. T1TG pp. 81, 87, 104  
T3TG pp. 46, 62  
T4TG p. 46  
T5TG pp. 47, 87, 147  
T7TG pp. 29, 74, 80, 116, 136  
T8TG pp. 98, 104

**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. T1TG pp. 33, 46, 80, 101, 103, 114, 116, 137, 148, 154  
T2TG pp. 46, 80, 114, 148  
T3TG pp. 33, 40, 46, 61, 74, 79, 114  
T4TG pp. 40, 46, 74, 80, 85, 114, 120, 132, 137, 138, 142, 144, 148, 149, 153, 156  
T5TG pp. 31, 46, 52, 54, 80, 81, 86, 96, 114, 131, 148, 154  
T6TG pp. 51, 80, 86, 88, 98, 104, 114, 120, 129, 141, 148, 153, 154  
T7TG pp. 28, 35, 46, 52, 69, 80, 81, 103, 114, 120, 148  
T8TG pp. 42, 46, 64, 65, 70, 71, 76, 80, 88, 114, 119, 135, 138, 147, 148

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<b>1.B.ECc</b> Continue a conversation through two or more exchanges.	T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145
<b>1.B.ECd</b> Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).	T1TG p. 61 T2TG p. 148 T3TG pp. 28, 96, 148 T4TG p. 80 T5TG pp. 96, 148 T6TG pp. 28, 46, 62, 79, 80
<b>Learning Standard 1.C</b> Use language to convey information and ideas.	
<b>1.C.ECa</b> Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.	T1TG pp. 40, 41, 47, 53, 74, 95, 108, 121, 137, 142, 155 T2TG pp. 40, 53, 69, 87, 120 T3TG pp. 30, 53, 121, 142 T4TG p. 121 T5TG pp. 28, 30, 53, 64, 69, 74, 87, 108, 113, 142, 155, 156 T6TG pp. 53, 74, 108, 120, 142, 143 T7TG pp. 29, 34, 35, 40, 53, 69, 74, 87, 103, 109, 121, 137, 142, 143 T8TG pp. 28, 29, 40, 53, 63, 69, 74, 97, 108, 131, 132, 142, 148
<b>Learning Standard 1.D</b> Speak using conventions of Standard English.	
<b>1.D.ECa</b> With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.	T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 82, 86, 142 T4TG pp. 40, 52, 68, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 143, 144 T6TG pp. 40, 62, 120, 142 T7TG p. 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141
<b>1.D.ECb</b> Speak using age-appropriate conventions of Standard English grammar and usage.	T1TG pp. 35, 74 T2TG p. 40 T3TG pp. 41, 68, 74, 108, 115 T4TG pp. 39, 74, 80, 108 T5TG pp. 34, 81, 83, 137, 141, 154, 156 T6TG pp. 62, 73, 107, 108, 142 T7TG pp. 68, 79, 81, 86, 96, 102, 142 T8TG pp. 29, 40, 68, 107, 141
<b>1.D.ECc</b> Understand and use question words in speaking.	T3TG pp. 83, 102, 136 T5TG p. 117 T7TG pp. 63, 75, 80, 81, 108
<b>Learning Standard 1.E</b> Use increasingly complex phrases, sentences, and vocabulary.	
<b>1.E.ECa</b> With teacher assistance, begin to use increasingly complex sentences.	T3TG p. 96 T4TG p. 142 T7TG p. 130
<b>1.E.ECb</b> Exhibit curiosity and interest in learning new words heard in conversations and books.	T2TG pp. 52, 62, 149 T3TG pp. 75, 81 T4TG p. 52 T8TG p. 154

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<b>1.E.ECc</b> With teacher assistance, use new words acquired through conversations and book-sharing experiences.	T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156
<b>1.E.ECd</b> With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).	T1TG pp. 48, 76, 115, 143 T2TG pp. 53, 87, 146 T3TG pp. 47, 87, 122 T4TG pp. 33, 51 T5TG pp. 96, 109, 114, 123 T6TG pp. 28, 34, 53, 104 T8TG pp. 98, 151
<b>1.E.ECe</b> With teacher assistance, use adjectives to describe people, places, and things.	T1TG pp. 40, 103, 108, 142, 143, 144 T2TG pp. 40, 41, 74, 81, 102, 108, 115, 130, 136, 150 T3TG pp. 69, 74, 75, 76, 98, 99, 103, 104, 105, 110, 111, 123, 132, 137, 138, 143, 144, 150, 151, 156, 157 T4TG pp. 28, 35, 46, 69, 74, 75, 81, 142 T5TG pp. 35, 40, 65, 69, 74, 103, 108, 123 T6TG pp. 41, 74, 149 T7TG pp. 40, 45, 82, 98, 104, 111, 122, 130, 144 T8TG pp. 40, 41, 47, 48, 49, 54, 75, 82, 83, 107, 108, 109, 115, 122, 142, 143, 149
<b>GOAL 2</b> Demonstrate understanding and enjoyment of literature.	
<b>Learning Standard 2.A</b> Demonstrate interest in stories and books.	
<b>2.A.ECa</b> Engage in book-sharing experiences with purpose and understanding.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149
<b>2.A.ECb</b> Look at books independently, pretending to read.	T1TG p. 78 T5TG p. 78 T6TG p. 44 T8TG p. 78
<b>Learning Standard 2.B</b> Recognize key ideas and details in stories.	
<b>2.B.ECa</b> With teacher assistance, ask and answer questions about books read aloud.	T1TG pp. 96, 130 T2TG pp. 34, 35, 47, 68, 96, 103, 109, 130, 137, 143 T3TG pp. 28, 35, 41, 62, 69, 75, 109, 121, 130 T4TG pp. 28, 35, 68, 96, 103, 109, 120 T5TG pp. 49, 68, 98, 157 T6TG pp. 28, 35, 41, 52, 62, 81, 103, 137, 143 T7TG pp. 68, 81, 115 T8TG pp. 41, 52, 62, 68, 86, 96, 109, 130

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<b>2.B.ECb</b> With teacher assistance, retell familiar stories with three or more key events.	T1TG pp. 123, 149, 157 T2TG pp. 49, 83, 117, 123 T3TG pp. 34, 49, 89, 117, 123, 151, 157 T4TG pp. 81, 115, 149, 151, 155 T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83 T7TG pp. 41, 55, 109, 143, 149, 157 T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157
<b>2.B.ECc</b> With teacher assistance, identify main character(s) of the story.	T1TG pp. 97, 103, 143, 151 T2TG pp. 28, 35, 41, 69, 143 T3TG pp. 34, 41, 69, 75, 103, 137, 143 T4TG pp. 34, 69, 75, 137 T5TG pp. 69, 103, 137 T6TG pp. 103, 137, 143 T7TG pp. 35, 47, 75, 97, 103, 131, 137, 143 T8TG pp. 52, 75
<b>Learning Standard 2.C</b> Recognize concepts of books.	
<b>2.C.ECa</b> Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
<b>2.C.ECb</b> Identify the front and back covers of books and display the correct orientation of books and page-turning skills.	T1TG p. 143 T2TG pp. 83, 117, 123, 151, 157 T3TG pp. 49, 83, 89 T4TG pp. 117, 123 T6TG pp. 117, 123 T8TG pp. 117, 123
<b>2.C.ECc</b> With teacher assistance, describe the role of an author and illustrator.	T1TG pp. 34, 102 T2TG pp. 34, 49, 83, 102, 117, 136, 151 T4TG pp. 34, 102 T5TG pp. 34, 136 T7TG p. 34
<b>Learning Standard 2.D</b> Establish personal connections with books.	
<b>2.D.ECa</b> With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.	T1TG pp. 28, 34, 52 T3TG pp. 81, 83 T5TG pp. 121, 149 T6TG pp. 123, 143 T7TG p. 121
<b>2.D.ECb</b> With teacher assistance, compare and contrast two stories relating to the same topic.	T5TG pp. 52, 117
<b>GOAL 3</b> Demonstrate interest in and understanding of informational text.	
<b>Learning Standard 3.A</b> Recognize key ideas and details in nonfiction text.	
<b>3.A.ECa</b> With teacher assistance, ask and answer questions about details in a nonfiction book.	T1TG pp. 96, 130 T2TG pp. 68, 96, 130 T3TG pp. 62, 130 T4TG pp. 68, 96, 120 T5TG pp. 49, 68, 98 T6TG pp. 28, 52, 62 T7TG p. 68 T8TG pp. 62, 68, 86, 96, 130

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<b>3.A.ECb</b> With teacher assistance, retell detail(s) about main topic in a nonfiction book.	T1TG pp. 62, 68, 102, 136 T2TG pp. 68, 102, 130, 136, 151, 157 T3TG pp. 68, 87, 102, 132, 136 T4TG pp. 49, 68, 83, 89, 102, 117, 136 T5TG pp. 55, 68, 102, 136 T6TG pp. 28, 34, 68, 81, 86, 102, 104, 110, 136, 156 T7TG pp. 34, 68, 83, 89, 102, 130, 136 T8TG pp. 49, 55, 68, 102, 123, 136
<b>Learning Standard 3.B</b> Recognize features of nonfiction books.	
<b>3.B.ECa</b> With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.	T8TG pp. 49, 117
<b>GOAL 4</b> Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	
<b>Learning Standard 4.A</b> Demonstrate understanding of the organization and basic features of print.	
<b>4.A.ECa</b> Recognize the differences between print and pictures.	T1TG pp. 28, 109, 117, 143 T2TG pp. 28, 43, 49, 63, 69, 75, 77, 81, 130, 149 T3TG pp. 28, 49, 83, 151 T4TG pp. 28, 62, 81, 86, 96, 102, 130, 136 T5TG pp. 28, 34, 41, 49, 62, 68, 75, 83, 96, 98, 102, 109, 117, 143, 151 T6TG pp. 41, 49, 62, 68, 75, 81, 96, 104, 109, 130, 143, 151 T7TG pp. 28, 34, 41, 52, 62, 68, 96, 109, 130, 136 T8TG pp. 34, 83, 98, 154
<b>4.A.ECb</b> Begin to follow words from left to right, top to bottom, and page by page.	T1TG pp. 109, 117, 123, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 109, 117, 143, 151, 157 T4TG pp. 41, 75 T6TG pp. 41, 151 T7TG pp. 41, 49, 55, 75, 109, 151 T8TG pp. 49, 55, 83, 89
<b>4.A.ECc</b> Recognize the one-to-one relationship between spoken and written words.	T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157
<b>4.A.ECd</b> Understand that words are separated by spaces in print.	T1TG p. 143 T3TG pp. 49, 75, 83, 89, 109, 117, 123 T4TG p. 143 T7TG pp. 83, 89, 117, 123
<b>4.A.ECe</b> Recognize that letters are grouped to form words.	T1TG pp. 35, 117, 137, 151 T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 117, 151 T4TG pp. 49, 83, 111, 151 T5TG pp. 49, 55, 83, 89, 117, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151
<b>4.A.ECf</b> Differentiate letters from numerals.	T3TG p. 49 T5TG p. 81
<b>Learning Standard 4.B</b> Demonstrate an emerging knowledge and understanding of the alphabet.	
<b>4.B.ECa</b> With teacher assistance, recite the alphabet.	T1TG pp. 35, 41, 45, 47, 53, 63, 69, 75, 79, 81, 87, 115 T8TG pp. 29, 35, 63, 69, 97, 103, 131, 137

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<b>4.B.ECb</b> Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.	T1TG pp. 35, 41, 47, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T4TG pp. 27, 29, 35, 37, 47, 55, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 37, 47, 51, 55, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 63, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 37, 47, 55, 63, 71, 81, 89, 97, 103, 105, 109, 113, 115, 123, 131, 137, 139, 149, 157 T8TG pp. 29, 35, 43, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
<b>4.B.ECc</b> With teacher assistance, match some upper/lowercase letters of the alphabet.	T5TG pp. 115, 123, 149, 157 T6TG pp. 123, 149, 157 T7TG pp. 115, 123, 149, 157 T8TG pp. 55, 89, 123, 157
<b>4.B.ECd</b> With teacher assistance, begin to form some letters of the alphabet, especially those in own name.	T1TG pp. 97, 99, 105, 111, 131, 133, 139, 145 T2TG pp. 29, 31, 37, 43, 63, 65, 97, 99, 105, 131, 133, 137, 139, 145 T3TG pp. 29, 31, 37, 63, 65, 71, 95, 97, 99, 105, 131, 133, 139 T4TG pp. 29, 31, 37, 63, 65, 71, 97, 99, 105, 111, 131, 133, 139 T5TG pp. 29, 31, 37, 43, 65, 71, 77, 97, 99, 105, 111, 131, 133, 139 T6TG pp. 29, 31, 37, 63, 65, 71, 97, 99, 105, 111, 113, 131, 139 T7TG pp. 29, 31, 37, 63, 65, 71, 77, 97, 99, 105, 111, 112, 131, 133, 139 T8TG pp. 31, 37, 43, 65, 71, 77, 99, 105, 111, 133, 139, 145
<b>Learning Standard 4.C</b> Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	
<b>4.C.ECa</b> Recognize that sentences are made up of separate words.	T1TG pp. 35, 117, 137, 139, 143, 151, 157 T2TG pp. 37, 41, 49, 83, 117, 151 T3TG pp. 49, 75, 83, 89, 109, 117, 123, 151 T4TG pp. 49, 83, 111, 143, 151 T5TG pp. 49, 55, 83, 89, 117, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 89, 117, 123, 151 T8TG pp. 49, 83, 117, 151
<b>4.C.ECb</b> With teacher assistance, recognize and match words that rhyme.	T1TG pp. 111, 145 T2TG pp. 43, 77, 111, 115, 139, 145 T3TG pp. 43, 68, 77, 81, 111, 114, 145, 147, 149 T4TG pp. 43, 47, 77, 81, 111, 145, 147 T5TG pp. 43, 45, 47, 77, 81, 111, 115, 145 T6TG pp. 43, 77, 111, 123, 145 T7TG pp. 43, 77, 111, 143, 145 T8TG pp. 29, 97, 131
<b>4.C.ECc</b> Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”).	T1TG pp. 30, 36, 42 T3TG pp. 71, 75, 89, 136 T4TG pp. 71, 75, 89 T5TG pp. 61, 153



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<b>4.C.ECd</b> With teacher assistance, isolate and pronounce the initial sounds in words.	T1TG pp. 103, 137 T2TG pp. 69, 137 T3TG pp. 35, 69, 103, 137 T4TG pp. 35, 69, 137 T5TG pp. 35, 69, 79, 103, 105, 137, 139, 143, 157 T6TG pp. 35, 37, 41, 55, 69, 103, 137 T7TG pp. 35, 103
<b>4.C.ECe</b> With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).	T7TG pp. 37, 41, 55, 105, 109, 123 T8TG pp. 41, 55, 75, 109, 143
<b>4.C.ECf</b> With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).	T4TG pp. 105, 109, 119, 123 T6TG pp. 71, 75, 89
<b>4.C.ECg</b> With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).	T2TG pp. 143, 157 T6TG pp. 105, 123 T7TG pp. 71, 75, 89
<b>Learning Standard 4.D</b> Demonstrate emergent phonics and word-analysis skills.	
<b>4.D.ECa</b> Recognize own name and common signs and labels in the environment.	T1TG pp. 47, 69, 75, 81, 115, 129 T7TG pp. 73, 153
<b>4.D.ECb</b> With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.	T1TG pp. 105, 113, 123, 139, 145, 149, 157 T2TG pp. 35, 37, 43, 47, 71, 77, 78, 81, 103, 105, 115, 123, 131, 137, 139, 147, 149, 157 T3TG pp. 37, 43, 47, 77, 81, 89, 103 T4TG pp. 81, 89, 105, 111, 115, 123, 149, 157 T5TG pp. 37, 47, 55, 77, 81, 115, 123, 149 T6TG pp. 43, 47, 55, 77, 81, 89, 105, 111, 139, 145, 149, 157 T7TG pp. 47, 55, 81, 89, 105, 115, 123, 139, 149, 157 T8TG pp. 27, 29, 35, 37, 43, 51, 55, 61, 63, 69, 71, 73, 77, 89, 95, 97, 103, 105, 111, 113, 123, 129, 131, 139, 145, 157
<b>4.D.ECc</b> With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.	T5TG p. 112 T8TG pp. 37, 44, 71, 105, 139
<b>GOAL 5</b> Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	
<b>Learning Standard 5.A</b> Demonstrate growing interest and abilities in writing.	
<b>5.A.ECa</b> Experiment with writing tools and materials.	T5TG p. 145 T6TG p. 133 T8TG pp. 43, 77, 111, 145
<b>5.A.ECb</b> Use scribbles, letter-like forms, or letters/words to represent written language.	T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145 T3TG pp. 29, 37, 63, 71, 95, 97, 105, 112, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 112, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 133, 139 T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139, 150 T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145
<b>5.A.ECc</b> With teacher assistance, write own first name using appropriate upper/lowercase letters.	T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133

**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.

T2TG pp. 31, 65  
T3TG pp. 31, 154  
T4TG pp. 86, 99  
T5TG pp. 86, 99, 154  
T7TG p. 31

**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.

T1TG pp. 86, 120, 154  
T2TG pp. 99, 120, 133, 154  
T3TG pp. 52, 65  
T4TG pp. 65, 71, 77, 133  
T5TG p. 65  
T6TG pp. 31, 52, 65, 99, 133  
T7TG pp. 99, 120,  
T8TG pp. 65, 99, 133, 154

**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.

T1TG pp. 52, 99, 133  
T3TG pp. 99, 133  
T4TG pp. 31, 154  
T5TG pp. 31, 120  
T6TG p. 120  
T7TG pp. 133, 154  
T8TG pp. 31, 52, 112

**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.

T1TG p. 86  
T2TG pp. 130, 136  
T4TG p. 120  
T8TG pp. 133, 139

**5.C.ECb** With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.

T2TG pp. 130, 136  
T5TG pp. 133, 139  
T6TG p. 154  
T7TG p. 86  
T8TG p. 34

**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.

T1TG pp. 30, 36, 42, 76, 82  
T2TG pp. 49, 54, 64, 70, 76, 77, 83, 88, 98, 99, 104, 105, 111, 122, 138  
T3TG pp. 116, 117, 145  
T4TG pp. 27, 30, 36, 48, 64, 65, 67, 70, 71, 76, 77, 83, 89, 98, 104, 110, 116, 122, 132, 138  
T5TG pp. 98, 150  
T6TG pp. 64, 77, 98, 116, 117, 144, 145, 150, 151, 156  
T7TG pp. 98, 116, 156  
T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 98, 109, 123, 138, 139

**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.

T2TG pp. 82, 151  
T4TG pp. 31, 37  
T6TG pp. 116, 117, 138, 145, 150

**6.A.ECc** Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”.

T3TG pp. 42, 43  
T4TG p. 42  
T8 TG pp. 64, 70, 88

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<b>6.A.ECd</b> Connect numbers to quantities they represent using physical models and informal representations.	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139
<b>6.A.ECe</b> Differentiate numerals from letters and recognize some single-digit written numerals.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144 T3TG p. 49 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 144, 156 T8TG p. 156
<b>6.A.ECf</b> Verbally recite numbers from 1 to 10.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG p. 101 T7TG p. 107 T8TG p. 138
<b>6.A.ECg</b> 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...?”.	T1TG pp. 30, 36, 76 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122, 132 T3TG p. 133 T4TG pp. 36, 64, 70, 98, 104 T6TG pp. 30, 31, 36, 37, 54, 55, 88, 101, 104, 116 T8TG pp. 138, 139
<b>Learning Standard 6.B</b> Add and subtract to create new numbers and begin to construct sets.	
<b>6.B.ECa</b> Recognize that numbers (or sets of objects) can be combined or separated to make another number.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157
<b>6.B.ECb</b> Show understanding of how to count out and construct sets of objects of a given number up to 5.	T2TG pp. 76, 116 T4TG pp. 31, 37, 49, 55, 64, 71, 76, 77, 82, 83, 89, 99, 105, 111, 117, 123, 133, 139, 145, 151, 156, 157 T6TG pp. 31, 37, 55, 99, 123 T8TG pp. 110, 111
<b>6.B.ECc</b> Identify the new number created when small sets (up to 5) are combined or separated.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 55, 64, 70, 77, 82, 83, 88, 89, 99, 105, 123, 138, 157 T7TG p. 49 T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157

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<b>6.B.ECd</b> Informally solve simple mathematical problems presented in a meaningful context.	T1TG pp. 102, 114 T6TG pp. 30, 31, 36, 37, 48, 54, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 104, 123, 138, 144, 145, 156 T8TG pp. 31, 37, 42, 43, 48, 49, 54, 55, 64, 70, 71, 76, 77, 79, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157
<b>6.B.ECe</b> Fairly share a set of up to 10 items between two children.	T1TG pp. 102, 114
<b>Learning Standard 6.C</b> Begin to make reasonable estimates of numbers.	
<b>6.C.ECa</b> Estimate number of objects in a small set.	T3TG pp. 43, 54 T6TG pp. 67, 79, 81
<b>Learning Standard 6.D</b> Compare quantities using appropriate vocabulary terms.	
<b>6.D.ECa</b> Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 71, 77, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 151 T3TG p. 116 T4TG pp. 48, 82 T6TG pp. 139, 150, 151, 157 T8TG p. 109
<b>6.D.ECb</b> Describe comparisons with appropriate vocabulary, such as "more," "less," "greater than," "fewer," "equal to," or "same as".	T2TG pp. 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T4TG p. 82 T5TG p. 150 T6TG pp. 139, 151, 157 T8TG p. 143
<b>GOAL 7</b> Explore measurement of objects and quantities.	
<b>Learning Standard 7.A</b> Measure objects and quantities using direct comparison methods and nonstandard units.	
<b>7.A.ECa</b> Compare, order, and describe objects according to a single attribute.	T3TG pp. 30, 36, 37, 42, 43, 55, 64, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 104, 105, 122, 123, 132, 133, 144, 145, 150, 151, 157 T5TG pp. 48, 49, 82, 83 T6TG pp. 67, 79
<b>7.A.ECb</b> Use nonstandard units to measure attributes such as length and capacity.	T3TG pp. 110, 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151
<b>7.A.ECc</b> Use vocabulary that describes and compares length, height, weight, capacity, and size.	T3TG pp. 30, 36, 37, 42, 54, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 119, 123, 132, 150, 157 T5TG pp. 49, 71, 77 T6TG p. 67
<b>7.A.ECd</b> Begin to construct a sense of time through participation in daily activities.	T4TG p. 141 T5TG pp. 67, 85
<b>Learning Standard 7.B</b> Begin to make estimates of measurements.	
<b>7.B.ECa</b> Practice estimating in everyday play and everyday measurement problems.	This objective can be observed during Learning Center activities. T3TG pp. 138, 139, 144, 145 T4TG pp. 150, 151 T6TG pp. 67, 81

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<b>Learning Standard 7.C</b> Explore tools used for measurement.	
<b>7.C.ECa</b> With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.	T3TG pp. 110, 138, 139, 144, 145
<b>7.C.ECb</b> Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.	T3TG pp. 110, 138, 139, 144, 145
<b>GOAL 8</b> Identify and describe common attributes, patterns, and relationships in objects.	
<b>Learning Standard 8.A</b> Explore objects and patterns.	
<b>8.A.ECa</b> Sort, order, compare, and describe objects according to characteristics or attribute(s).	T1TG pp. 76, 82, 111, 123, 139, T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 49, 54, 64, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 104, 105, 111, 151 T8TG pp. 132, 144
<b>8.A.ECb</b> Recognize, duplicate, extend, and create simple patterns in various formats.	T1TG pp. 48, 54, 64, 70, 88, 98, 99, 104, 105, 110, 111, 113, 116, 117, 122, 123, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 85, 88, 116, 117 T7TG p. 82 T8TG pp. 132, 133
<b>Learning Standard 8.B</b> Describe and document patterns using symbols.	
<b>8.B.ECa</b> With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.	T1TG pp. 48, 54, 64, 70, 88, 98, 99, 105, 110, 111, 116, 122, 123, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T2TG p. 49 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 85, 116, 117 T7TG p. 82 T8TG pp. 132, 133
<b>GOAL 9</b> Explore concepts of geometry and spatial relations.	
<b>Learning Standard 9.A</b> Recognize, name, and match common shapes.	
<b>9.A.ECa</b> Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).	T3TG pp. 41, 47 T5TG pp. 36, 42, 48, 54, 55, 70, 76, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 139, 145, 151, 156 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157 T8TG pp. 48, 49, 82, 83, 144, 145
<b>9.A.ECb</b> Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).	T1TG pp. 76, 82, 111, 123, 139, T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 49, 54, 64, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 104, 105, 111, 151 T8TG pp. 132, 144
<b>9.A.ECc</b> Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.	T5TG pp. 42, 43, 64, 65, 70, 71, 76, 77, 98, 104

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<b>9.A.ECd</b> Combine two-dimensional shapes to create new shapes.	T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110, 132, 133, 138, 139, 144, 145, 146
<b>9.A.ECe</b> Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).	T7TG pp. 64, 65, 71, 76, 98, 99, 104, 105, 111, 123, 132, 144
<b>Learning Standard 9.B</b> Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.	
<b>9.B.ECa</b> Show understanding of location and ordinal position.	T1TG p. 79 T2TG pp. 132, 133, 138, 139, 144, 145, 150, 156, 157 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144 T8TG p. 135
<b>9.B.ECb</b> Use appropriate vocabulary for identifying location and ordinal position.	T1TG p. 79 T2TG pp. 132, 138, 144, 145, 156, 157 T3TG pp. 150, 151 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144
<b>GOAL 10</b> Begin to make predictions and collect data information.	
<b>Learning Standard 10.A</b> Generate questions and processes for answering them.	
<b>10.A.ECa</b> With teacher assistance, come up with meaningful questions that can be answered through gathering information.	T1TG pp. 78, 104, 105, 110, 116, 122 T2TG pp. 70, 76, 112, 113, 119 T3TG pp. 36, 76, 98, 110, 132 T4TG pp. 64, 70, 132, 138, 144 T5TG pp. 98, 104 T6TG pp. 104, 105, 110, 111, 116, 117, 144 T7TG pp. 98, 101, 104 T8TG pp. 98, 99, 104, 105
<b>10.A.ECb</b> Gather data about themselves and their surroundings to answer meaningful questions.	T1TG pp. 78, 79 T2TG pp. 5, 46, 96, 112, 113, 119 T3TG pp. 130, 153, 154, 155 T5TG pp. 62, 73 T7TG pp. 101, 129, 143, 147 T8TG pp. 102, 108, 114, 120
<b>Learning Standard 10.B</b> Organize and describe data and information.	
<b>10.B.ECa</b> Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.	T3TG pp. 98, 110 T7TG pp. 116, 117, 120
<b>10.B.ECb</b> Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.	T8TG p. 80
<b>Learning Standard 10.C</b> Determine, describe, and apply the probabilities of events.	
<b>10.C.ECa</b> Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”.	T6TG pp. 28, 34, 52, 63, 67, 69

**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.

T6TG pp. 27, 51, 74, 96  
T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130

**11.A.ECb** Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.

T5TG pp. 96, 102, 108, 114, 120  
T6TG pp. 102, 120  
T7TG pp. 80, 120, 148

**11.A.ECc** Plan and carry out simple investigations.

T2TG pp. 113, 114, 119  
T5TG pp. 101, 120, 146  
T6TG pp. 61, 63, 74, 95, 96, 102, 114, 131  
T7TG pp. 46, 62, 67, 80, 95, 96, 102, 112, 114, 133, 136, 148, 154

**11.A.ECd** Collect, describe, compare, and record information from observations and investigations.

T5TG pp. 30, 36, 42, 62, 70, 76, 88, 96, 102, 108, 114, 120  
T6TG pp. 95, 102, 114, 120, 153  
T7TG pp. 68, 80, 95, 96, 101, 102, 113, 120, 133, 142, 148

**11.A.ECe** Use mathematical and computational thinking.

T1TG pp. 36, 42, 48, 54, 64, 70, 76, 82, 88, 98, 104, 110, 116, 117, 122, 123, 132, 138, 139, 144, 145, 150, 151, 156, 157  
T2TG pp. 83, 104, 110, 116, 117, 122, 132, 138, 150, 157  
T3TG pp. 31, 55, 70, 88, 89, 99, 104, 105, 122, 132  
T4TG pp. 43, 48, 54, 55, 70, 82, 98, 104, 105, 111, 117, 122, 123, 132, 133, 138, 144, 156  
T5TG pp. 98, 104, 110, 116, 123, 132, 133, 138, 144, 150, 157  
T6TG pp. 42, 64, 65, 70, 76, 77, 99, 110, 123, 144, 156, 157  
T7TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 65, 71, 89, 99, 104, 105, 111, 123, 132, 133, 138, 139, 144, 151, 157  
T8TG pp. 99, 104, 122, 133, 138, 139, 150, 151, 156, 157

**11.A.ECf** Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.

T5TG pp. 96, 102, 108, 114, 120  
T6TG pp. 102, 120  
T7TG pp. 80, 120, 148

**11.A.ECg** Generate explanations and communicate ideas and/or conclusions about their investigations.

T5TG p. 146  
T6TG pp. 61, 63, 74, 114  
T7TG pp. 46, 62, 67, 114, 133, 148

**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.

T5TG p. 87  
T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154  
T7TG pp. 67, 73, 117

**12.A.ECb** Show an awareness of changes that occur in oneself and the environment.

T6TG pp. 28, 46, 52, 102, 119, 120, 130, 133, 136, 142, 148, 154  
T7TG p. 147

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<b>Learning Standard 12.B</b> Understand that living things rely on the environment and/or others to live and grow.	
<b>12.B.ECa</b> Describe and compare basic needs of living things.	T4TG p. 108 T5TG pp. 39, 80 T6TG pp. 34, 61, 62, 68, 74, 80, 85, 86, 96, 101, 102, 108, 109, 114, 120
<b>12.B.ECb</b> Show respect for living things.	T3TG pp. 78, 96, 101, 102, 114, 120, 148 T5TG pp. 35, 53, 87, 130, 142, 147, 148, 154, 155 T6TG p. 45
<b>Learning Standard 12.C</b> Explore the physical properties of objects.	
<b>12.C.ECa</b> Identify, describe, and compare the physical properties of objects.	T5TG pp. 136, 141, 147 T7TG pp. 95, 96, 101, 120, 146
<b>12.C.ECb</b> Experiment with changes in matter when combined with other substances.	T7TG pp. 108, 130, 148, 154
<b>Learning Standard 12.D</b> Explore concepts of force and motion.	
<b>12.D.ECa</b> Describe the effects of forces in nature.	T7TG pp. 96, 102, 114, 119, 120, 142
<b>12.D.ECb</b> Explore the effect of force on objects in and outside the early childhood environment.	T7TG pp. 96, 102, 114, 119, 120, 142
<b>Learning Standard 12.E</b> Explore concepts and information related to the Earth, including ways to take care of our planet.	
<b>12.E.ECa</b> Observe and describe characteristics of earth, water, and air.	T5TG pp. 28, 39, 80
<b>12.E.ECb</b> Participate in discussions about simple ways to take care of the environment.	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
<b>Learning Standard 12.F</b> Explore changes related to the weather and seasons.	
<b>12.F.ECa</b> Observe and discuss changes in weather and seasons using common vocabulary.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27
<b>GOAL 13</b> Understand important connections and understandings in science and engineering.	
<b>Learning Standard 13.A</b> Understand rules to follow when investigating and exploring.	
<b>13.A.ECa</b> Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
<b>Learning Standard 13.B</b> Use tools and technology to assist with science and engineering investigations.	
<b>13.B.ECa</b> Use nonstandard and standard scientific tools for investigation.	T5TG p. 102 T7TG pp. 51, 67
<b>13.B.ECb</b> Become familiar with technological tools that can aid in scientific inquiry.	T8TG pp. 28, 34, 45, 46, 52, 74, 80, 85, 102, 108, 120



**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.

T1TG pp. 52, 62, 68, 80, 86, 87  
T3TG pp. 53, 87

**14.A.ECb** Contribute to the well-being of one's early childhood environment, school, and community.

T1TG pp. 28, 34, 40, 52, 78, 130, 136  
T3TG pp. 95, 96  
T5TG p. 154  
T7TG p. 121

**Learning Standard 14.B** Understand the structures and functions of the political systems of Illinois, the United States, and other nations.

*Not Applicable*

N/A

**Learning Standard 14.C** Understand ways groups make choices and decisions.

**14.C.ECa** Participate in voting as a way of making choices.

T1TG pp. 34, 121  
T5TG p. 102  
T6TG p. 143  
T8TG pp. 41, 75, 109, 143

**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.

T1TG p. 78  
T8TG pp. 103, 131, 137

**14.D.ECb** Participate in a variety of roles in the early childhood environment.

T1TG pp. 28, 34, 40, 52, 78, 130, 136  
T3TG pp. 95, 96  
T5TG p. 154  
T7TG p. 121

**Learning Standard 14.E** Understand United States foreign policy as it relates to other nations and international issues.

*Not Applicable*

N/A

**Learning Standard 14.F** Understand the development of the United States' political ideas and traditions.

*Not Applicable*

N/A

**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.

T3TG pp. 62, 68, 79, 86, 87, 108  
T8TG pp. 146, 153

**15.A.ECb** Discuss why people work.

T3TG pp. 62, 68, 79, 86, 87, 108  
T8TG p. 153

**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.

T8TG pp. 130, 135, 136, 142, 147, 148, 154

**Learning Standard 15.C** Understand that scarcity necessitates choices by producers.

*Not Applicable*

N/A

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<b>Learning Standard 15.D</b> Explore concepts about trade as an exchange of goods or services.	
<b>15.D.ECa</b> Begin to understand the use of trade or money to obtain goods and services.	T8TG pp. 130, 135, 136, 142, 147, 148, 154
<b>Learning Standard 15.E</b> Understand the impact of government policies and decisions on production and consumption in the economy.	
<i>Not Applicable</i>	N/A
<b>GOAL 16</b> Develop an awareness of the self and his or her uniqueness and individuality.	
<b>Learning Standard 16.A</b> Explore his or her self and personal history.	
<b>16.A.ECa</b> Recall information about the immediate past.	T8TG pp. 62, 65, 67, 68, 80, 86, 136
<b>16.A.ECb</b> Develop a basic awareness of self as an individual.	T1TG pp. 79, 141, 148 T2TG pp. 28, 46, 96 T3TG p. 129 T7TG p. 147
<b>Learning Standard 16.B</b> Understand the development of significant political events.	
<i>Not Applicable</i>	N/A
<b>Learning Standard 16.C</b> Understand the development of economic events.	
<i>Not Applicable</i>	N/A
<b>Learning Standard 16.D</b> Understand Illinois, United States, and world social history.	
<i>Not Applicable</i>	N/A
<b>Learning Standard 16.E</b> Understand Illinois, United States, and world environmental history.	
<i>Not Applicable</i>	N/A
<b>GOAL 17</b> Explore geography, the child’s environment, and where people live, work, and play.	
<b>Learning Standard 17.A</b> Explore environments and where people live.	
<b>17.A.ECa</b> Locate objects and places in familiar environments.	T3TG p. 135 T8TG pp. 102, 119, 120
<b>17.A.ECb</b> Express beginning geographic thinking.	T3TG pp. 28, 34, 40, 46, 52, 135, 141 T5TG pp. 62, 73 T8TG pp. 96, 101, 102, 108, 114, 119, 120
<b>Learning Standard 17.B</b> Analyze and explain characteristics and interactions of the Earth’s physical systems.	
<i>Not Applicable</i>	N/A
<b>Learning Standard 17.C</b> Understand relationships between geographic factors and society.	
<i>Not Applicable</i>	N/A
<b>Learning Standard 17.D</b> Understand the historical significance of geography.	
<i>Not Applicable</i>	N/A
<b>GOAL 18</b> Explore people and families.	
<b>Learning Standard 18.A</b> Explore people, their similarities, and their differences.	
<b>18.A.ECa</b> Recognize similarities and differences in people.	T1TG pp. 52, 63, 102, 136 T2TG pp. 34, 78, 87, 95, 129 T4TG p. 44

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<b>Learning Standard 18.B</b> Develop an awareness of self within the context of family.	
<b>18.B.ECa</b> Understand that each of us belongs to a family and recognize that families vary.	T2TG pp. 62, 68, 74, 80, 96
<b>Learning Standard 18.C</b> Understand how social systems form and develop over time.	
<i>Not Applicable</i>	N/A
<b>Physical Development and Health</b>	
<b>GOAL 19</b> Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	
<b>Learning Standard 19.A</b> Demonstrate physical competency and control of large and small muscles.	
<b>19.A.ECa</b> Engage in active play using gross- and fine-motor skills.	T1TG pp. 54, 64, 80, 109, 114, 116, 143, 148, 150, 151, 155 T2TG pp. 39, 44, 46, 61, 67, 75, 85, 107, 109, 114, 116, 129, 148 T3TG pp. 75, 109, 110, 114, 122, 123, 129, 148 T4TG pp. 39, 79, 112, 148 T5TG pp. 46, 80, 86, 139, 145, 153 T6TG pp. 114, 120, 146, 154 T7TG pp. 37, 52, 79, 114, 120, 135 T8TG pp. 46, 73, 80, 114, 148
<b>19.A.ECb</b> Move with balance and control in a range of physical activities.	T1TG pp. 44, 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 85, 112 T4TG pp. 46, 78, 104, 110, 116, 122 T5TG pp. 78, 120 T6TG pp. 73, 147 T7TG pp. 39, 61
<b>19.A.ECc</b> Use strength and control to accomplish tasks.	T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117 T5TG pp. 37, 43, 139, 145
<b>19.A.ECd</b> Use eye-hand coordination to perform tasks.	T1TG pp. 138, 144
<b>19.A.ECe</b> Use writing and drawing tools with some control.	T2TG pp. 145, 157 T3TG pp. 65, 111 T5TG pp. 71, 77, 105, 111, 139, 145 T6TG p. 146 T8TG pp. 37, 71, 105, 139
<b>Learning Standard 19.B</b> Demonstrate awareness and coordination of body movements.	
<b>19.B.ECa</b> Coordinate movements to perform complex tasks.	T1TG pp. 54, 64, 116, 150, 151 T2TG pp. 30, 36, 54, 82, 88 T3TG p. 101 T4TG p. 27 T5TG pp. 27, 61 T6TG pp. 120, 146, 154 T7TG p. 110
<b>19.B.ECb</b> Demonstrate body awareness when moving in different spaces.	T1TG pp. 46, 51 T2TG p. 33 T3TG p. 87 T5TG p. 154 T8TG pp. 44, 119

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<b>19.B.ECc</b> Combine large motor movements with and without the use of equipment.	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 46, 107, 109, 114, 116, 148 T3TG pp. 75, 109, 114, 129, 148 T4TG pp. 39, 79, 112, 148 T5TG pp. 46, 80, 86, 153 T6TG pp. 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 148
<b>Learning Standard 19.C</b> Demonstrate knowledge of rules and safety during activity.	
<b>19.C.ECa</b> Follow simple safety rules while participating in activities.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
<b>GOAL 20</b> Develop habits for lifelong fitness.	
<b>Learning Standard 20.A</b> Achieve and maintain a health-enhancing level of physical fitness.	
<b>20.A.ECa</b> Participate in activities to enhance physical fitness.	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 44, 46, 61, 67, 75, 85, 107, 109, 114, 116, 129, 148 T3TG pp. 75, 109, 114, 129, 148 T4TG pp. 39, 79, 112, 148 T5TG pp. 46, 80, 86, 153 T6TG pp. 114, 120, 146, 154 T7TG pp. 52, 79, 114, 120, 135 T8TG pp. 46, 73, 80, 114, 148
<b>20.A.ECb</b> Exhibit increased levels of physical activity.	T2TG pp. 147, 153 T4TG pp. 73, 96, 109, 113, 114, 115, 119, 120, 121
<b>Learning Standard 20.B</b> Assess individual fitness levels.	
<i>Not Applicable</i>	N/A
<b>Learning Standard 20.C</b> Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.	
<i>Not Applicable</i>	N/A
<b>GOAL 21</b> Develop team-building skills by working with others through physical activity.	
<b>Learning Standard 21.A</b> Demonstrate individual responsibility during group physical activities.	
<b>21.A.ECa</b> Follow rules and procedures when participating in group physical activities.	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
<b>21.A.ECb</b> Follow directions, with occasional adult reminders, during group activities.	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
<b>Learning Standard 21.B</b> Demonstrate cooperative skills during structured group physical activity.	
<b>21.B.ECa</b> Demonstrate ability to cooperate with others during group physical activities.	T1TG p. 135 T8TG p. 153

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<b>GOAL 22</b> Understand principles of health promotion and the prevention and treatment of illness and injury.	
<b>Learning Standard 22.A</b> Explain the basic principles of health promotion, illness prevention, treatment, and safety.	
<b>22.A.ECa</b> Identify simple practices that promote healthy living and prevent illness.	T4TG pp. 28, 33, 34, 40, 46, 52, 62, 65, 68, 79, 80, 86, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121 T6TG p. 95
<b>22.A.ECb</b> Demonstrate personal care and hygiene skills, with adult reminders.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
<b>22.A.ECc</b> Identify and follow basic safety rules.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
<b>Learning Standard 22.B</b> Describe and explain the factors that influence health among individuals, groups, and communities.	
<i>Not Applicable</i>	N/A
<b>Learning Standard 22.C</b> Explain how the environment can affect health.	
<i>Not Applicable</i>	N/A
<b>GOAL 23</b> Understand human body systems and factors that influence growth and development.	
<b>Learning Standard 23.A</b> Describe and explain the structure and functions of the human body systems and how they interrelate.	
<b>23.A.ECa</b> Identify body parts and their functions.	T2TG pp. 33, 39 T4TG p. 107 T5TG p. 63
<b>Learning Standard 23.B</b> Identify ways to keep the body healthy.	
<b>23.B.ECa</b> Identify examples of healthy habits.	T4TG pp. 28, 33, 34, 40, 46, 52, 62, 65, 68, 79, 80, 86, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121 T6TG p. 95
<b>23.B.ECb</b> Identify healthy and non-healthy foods and explain the effect of these foods on the body.	T2TG p. 112 T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 87, 119 T6TG p. 95
<b>Learning Standard 23.C</b> Describe factors that affect growth and development.	
<i>Not Applicable</i>	N/A
<b>GOAL 24</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
<b>Learning Standard 24.A</b> Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict. <i>Refer to the following standards in Social/Emotional Development: 30.A.ECc, 31.B.ECc, 31.C.ECb, 31.C.ECc, 32.A.ECb, 32.B.ECa</i>	
<b>Social/Emotional Development Learning Standard 30.A</b> Identify and manage one's emotions and behavior.	
<b>30.A.ECc</b> Express feelings that are appropriate to the situation.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155

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<b>Social/Emotional Development Learning Standard 31.B</b> Use communication and social skills to interact effectively with others.	
<b>31.B.ECc</b> Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
<b>Social/Emotional Development Learning Standard 31.C</b> Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
<b>31.C.ECb</b> Solve simple conflicts with peers with independence, using gestures or words.	T1TG p. 133 T2TG pp. 48, 76 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83, 105, 121, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 78, 82
<b>31.C.ECc</b> Seek adult help when needed to resolve conflict.	T2TG pp. 30, 98 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83 T8TG pp. 36, 42, 43, 54, 82
<b>Social/Emotional Development Learning Standard 32.A</b> Begin to consider ethical, safety, and societal factors in making decisions.	
<b>32.A.ECb</b> Follow rules and make good choices about behavior.	T1TG pp. 27, 33, 39, 45, 62, 68, 74, 80, 86, 119, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
<b>Social/Emotional Development Learning Standard 32.B</b> Apply decision-making skills to deal responsibly with daily academic and social situations.	
<b>32.B.ECa</b> Participate in discussions about finding alternative solutions to problems.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
<b>Learning Standard 24.B</b> Apply decision-making skills related to the protection and promotion of individual health.	
<i>Not Applicable</i>	N/A
<b>Learning Standard 24.C</b> Demonstrate skills essential to enhancing health and avoiding dangerous situations.	
<b>24.C.ECa</b> Participate in activities to learn to avoid dangerous situations.	T1TG pp. 62, 67, 68, 85, 87 T2TG pp. 120, 130, 135, 136, 142, 146, 147, 148, 154 T3TG p. 87 T7TG p. 53 T8TG pp. 87, 121

**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.

T1TG pp. 80, 86, 109, 120, 121, 154, 155  
 T2TG pp. 41, 52, 80, 86, 87, 109, 120, 148, 154, 155  
 T3TG pp. 41, 52, 53, 86, 107, 109, 112, 120, 121, 143, 148, 154, 155  
 T4TG pp. 86, 109, 121, 148, 154, 155  
 T5TG pp. 41, 53, 75, 80, 87, 109, 121, 143, 148, 155  
 T6TG pp. 41, 52, 53, 75, 80, 87, 109, 120, 148  
 T7TG pp. 41, 46, 53, 75, 79, 87, 109, 121, 143, 154, 155  
 T8TG pp. 29, 35, 47, 52, 63, 69, 75, 81, 87, 109, 115, 120, 121, 137, 143, 148, 149, 154

**25.A.ECb** Drama: Begin to appreciate and participate in dramatic activities.

T1TG pp. 44, 147  
 T2TG p. 88  
 T3TG pp. 78, 102  
 T5TG pp. 67, 85  
 T6TG p. 112  
 T7TG p. 78  
 T8TG pp. 33, 101

**25.A.ECc** Music: Begin to appreciate and participate in music activities.

T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 131, 137  
 T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137  
 T3TG pp. 29, 35, 63, 69, 97, 103, 131, 137  
 T4TG pp. 29, 63, 69, 97, 103, 131  
 T5TG pp. 29, 35, 63, 69, 97, 103, 131, 137  
 T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137  
 T7TG pp. 29, 35, 63, 69, 97, 103, 131, 137  
 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115

**25.A.ECd** Visual Arts: Investigate and participate in activities using visual arts materials.

T1TG p. 112  
 T3TG pp. 46, 78, 112, 146, 148  
 T4TG p. 146  
 T5TG pp. 133, 139, 145  
 T6TG pp. 44, 112  
 T7TG p. 44  
 T8TG p. 112

**Learning Standard 25.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.

T5TG pp. 34, 44, 156  
 T8TG p. 78

**GOAL 26** Understand that the arts can be used to communicate ideas and emotions.

**Learning Standard 26.A** Understand processes, traditional tools, and modern technologies used in the arts.

*Not Applicable*

N/A

**Learning Standard 26.B** Understand ways to express meaning through the arts.

**26.B.ECa** Use creative arts as an avenue for self-expression.

T1TG pp. 80, 86, 154  
 T2TG pp. 52, 80, 86, 154  
 T3TG pp. 46, 78, 86, 112, 120, 148, 154, 155  
 T4TG pp. 44, 86, 154  
 T6TG pp. 44, 120, 148  
 T7TG pp. 46, 78, 154  
 T8TG pp. 87, 120, 121, 154

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<b>Learning Standard 27.A</b> Analyze how the arts function in history, society, and everyday life.	
<i>Not Applicable</i>	N/A
<b>Learning Standard 27.B</b> Understand how the arts shape and reflect history, society, and everyday life.	
<i>Not Applicable</i>	N/A
<b>English Language Learner/Home Language Development</b>	
<b>GOAL 28</b> Use the home language to communicate within and beyond the classroom.	
<b>Learning Standard 28.A</b> Use the home language at age-appropriate levels for a variety of social and academic purposes.	
<b>28.A.ECa</b> May demonstrate progress and mastery of benchmarks through home language.	T1TG pp. 34, 40, 63, 76, 81, 87, 88, 98, 102, 104, 108, 109, 114, 132 T2TG pp. 30, 36, 40, 42, 46, 68, 74, 88, 98, 102, 103, 108, 115, 122, 138, 142, 150, 154 T3TG pp. 40, 69, 74, 82, 102, 103, 115, 154, 155, 156 T4TG pp. 30, 36, 40, 47, 54, 62, 74, 81, 86, 102, 104, 121, 137, 142, 155 T5TG pp. 40, 42, 63, 68, 81, 108, 115, 121, 132, 142, 149 T6TG pp. 40, 42, 46, 47, 70, 74, 80, 87, 97, 116, 130, 131, 142 T7TG pp. 35, 53, 74, 80, 87, 103, 130, 137, 144, 150, 155 T8TG pp. 40, 96, 121, 136, 138, 142
<b>28.A.ECb</b> Use home language in family, community, and early childhood settings.	T1TG pp. 34, 46, 69, 81, 88, 102, 108, 114 T2TG pp. 30, 40, 46, 74, 88, 98, 103, 115, 138, 154 T3TG pp. 40, 103, 154, 156 T4TG pp. 30, 40, 62, 81, 102, 121, 142 T5TG pp. 40, 63, 80, 108, 121, 142 T6TG pp. 40, 47, 74, 81, 97, 131 T7TG pp. 53, 80, 103, 137, 155 T8TG pp. 40, 121, 138
<b>28.A.ECc</b> Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.	T1TG pp. 28, 34, 40, 46, 52, 53, 62, 68, 74, 80, 86, 96, 102, 108, 114, 120, 121, 130, 136, 142, 148, 154, 155 T2TG pp. 87, 155 T3TG pp. 28, 34, 40, 46, 52, 62, 68, 74, 80, 86, 96, 102, 108, 114, 120, 130, 136, 142, 148, 151, 154 T7TG pp. 53, 87, 121
<b>GOAL 29</b> Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	
<b>Learning Standard 29.A</b> Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.	
<b>29.A.ECa</b> Use home cultural and linguistic knowledge to express current understandings and construct new concepts.	T1TG pp. 34, 40, 63, 76, 81, 87, 88, 98, 102, 104, 108, 109, 114, 132 T2TG pp. 30, 36, 40, 42, 46, 68, 74, 88, 98, 102, 103, 108, 115, 122, 138, 142, 150, 154 T3TG pp. 40, 69, 74, 82, 102, 103, 115, 154, 155, 156 T4TG pp. 30, 36, 40, 47, 54, 62, 74, 81, 86, 102, 104, 121, 137, 142, 155 T5TG pp. 40, 42, 63, 68, 81, 108, 115, 121, 132, 142, 149 T6TG pp. 40, 42, 46, 47, 70, 74, 80, 87, 97, 116, 130, 131, 142 T7TG pp. 35, 53, 74, 80, 87, 103, 130, 137, 144, 150, 155 T8TG pp. 40, 96, 121, 136, 138, 142



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<b>29.A.ECb</b> With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.	T1TG pp. 40, 63, 76, 87, 98, 104, 109, 132 T2TG pp. 36, 42, 68, 87, 96, 102, 108, 122, 150 T3TG pp. 69, 138, 156 T4TG pp. 36, 54, 74, 86, 104, 137, 155 T5TG pp. 42, 68, 81, 115, 132, 149 T6TG pp. 42, 70, 80, 87, 130, 142 T7TG pp. 35, 74, 87, 130, 144 T8TG pp. 96, 136, 142
<b>29.A.ECc</b> Exhibit foundational literacy skills in home language to foster transfer to English.	T1TG pp. 62, 96, 143, 155 T2TG pp. 97, 143 T3TG pp. 28, 36, 62, 96, 109, 130, 143 T4TG pp. 41, 47, 64, 75, 96, 109, 130, 132, 143 T5TG pp. 41, 75, 96, 98, 130, 143 T6TG pp. 30, 41, 53, 62, 75, 88, 104, 143, 148 T7TG pp. 28, 41, 62, 75, 96, 109, 143 T8TG pp. 30, 41, 46, 75, 81, 98, 109, 115, 143, 149
<b>Social/Emotional Development</b>	
<b>GOAL 30</b> Develop self-management skills to achieve school and life success and develop positive relationships with others.	
<b>Learning Standard 30.A</b> Identify and manage one’s emotions and behavior.	
<b>30.A.ECa</b> Recognize and label basic emotions.	T1TG pp. 102, 119, 136 T3TG pp. 80, 86 T4TG pp. 44, 52, 74 T5TG pp. 46, 109, 114 T6TG p. 146 T8TG p. 155
<b>30.A.ECb</b> Use appropriate communication skills when expressing needs, wants, and feelings.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
<b>30.A.ECc</b> Express feelings that are appropriate to the situation.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
<b>30.A.ECd</b> Begin to understand and follow rules.	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
<b>30.A.ECe</b> Use materials with purpose, safety, and respect.	T7TG pp. 139, 157 T8TG pp. 111, 117
<b>30.A.ECf</b> Begin to understand the consequences of his or her behavior.	T1TG pp. 45, 52, 62, 68, 86, 108
<b>Learning Standard 30.B</b> Recognize own uniqueness and personal qualities.	
<b>30.B.ECa</b> Describe self using several basic characteristics.	T1TG pp. 79, 141, 148 T2TG pp. 28, 46 T3TG p. 129

**Learning Standard 30.C** Demonstrate skills related to successful personal and school outcomes.

**30.C.ECa** Exhibit eagerness and curiosity as a learner.

T1TG pp. 61, 62, 131  
T6TG pp. 28, 34  
T7TG p. 108  
T8TG pp. 130, 148

**30.C.ECb** Demonstrate persistence and creativity in seeking solutions to problems.

T1TG pp. 112, 130, 133  
T5TG pp. 29, 139, 145  
T6TG pp. 87, 105, 121, 145, 155  
T7TG p. 155  
T8TG pp. 44, 132

**30.C.ECc** Show some initiative, self-direction, and independence in actions.

T1TG pp. 39, 119  
T4TG p. 79  
T5TG pp. 40, 51, 121  
T6TG p. 51  
T7TG p. 121

**30.C.ECd** Demonstrate engagement and sustained attention in activities.

T1TG pp. 47, 53, 63, 69, 75, 81  
T3TG pp. 108, 150  
T4TG p. 53  
T8TG pp. 53, 96

**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.

T1TG pp. 112, 121, 129, 136, 146, 153, 155  
T2TG p. 53  
T3TG pp. 53, 131, 153, 155  
T5TG pp. 33, 87  
T7TG p. 155  
T8TG p. 155

**31.A.ECb** Recognize the feelings and perspectives of others.

T1TG pp. 52, 102  
T2TG pp. 78, 87, 95, 129  
T4TG p. 44

**31.A.ECc** Interact easily with familiar adults.

T4TG p. 53  
T5TG p. 129

**31.A.ECd** Demonstrate attachment to familiar adults.

T4TG p. 53  
T5TG p. 129

**31.A.ECe** Develop positive relationships with peers.

T1TG pp. 46, 61, 96, 130, 136, 154, 155  
T3TG pp. 121, 133  
T5TG p. 85  
T7TG p. 87

**Learning Standard 31.B** Use communication and social skills to interact effectively with others.

**31.B.ECa** Interact verbally and nonverbally with other children.

T1TG pp. 28, 46, 61, 62, 67, 80, 81, 87, 96, 114, 130, 142, 148, 153, 154, 155  
T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148  
T3TG pp. 27, 28, 46, 121, 130, 133, 142  
T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142  
T5TG pp. 33, 45, 47, 62, 80, 85, 130  
T6TG pp. 33, 129, 142, 147  
T7TG pp. 62, 74, 85, 87, 119, 137, 154  
T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145

**31.B.ECb** Engage in cooperative group play.

T1TG pp. 114, 135  
T5TG pp. 79, 95  
T7TG p. 87

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<b>31.B.ECc</b> Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
<b>Learning Standard 31.C</b> Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
<b>31.C.ECa</b> Begin to share materials and experiences and take turns.	T1TG pp. 61, 95, 96, 112, 130, 136, 154, 155 T2TG p. 87 T3TG pp. 121, 133 T5TG pp. 85, 117 T7TG p. 87
<b>31.C.ECb</b> Solve simple conflicts with peers with independence, using gestures or words.	T1TG p. 133 T2TG pp. 48, 76 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83, 105, 121, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 78, 82
<b>31.C.ECc</b> Seek adult help when needed to resolve conflict.	T2TG pp. 30, 98 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83 T8TG pp. 36, 42, 43, 54, 82
<b>GOAL 32</b> Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	
<b>Learning Standard 32.A</b> Begin to consider ethical, safety, and societal factors in making decisions.	
<b>32.A.ECa</b> Participate in discussions about why rules exist.	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
<b>32.A.ECb</b> Follow rules and make good choices about behavior.	T1TG pp. 27, 33, 39, 45, 62, 68, 74, 80, 86, 119, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
<b>Learning Standard 32.B</b> Apply decision-making skills to deal responsibly with daily academic and social situations.	
<b>32.B.ECa</b> Participate in discussions about finding alternative solutions to problems.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
<b>Learning Standard 32.C</b> Contribute to the well-being of one's school and community. (Refer to Social Studies, Standard 14.A)	
<b>Social Studies Learning Standard 14.A</b> Understand what it means to be a member of a group and community.	
<b>14.A.ECa</b> Recognize the reasons for rules in the home and early childhood environment and for laws in the community.	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
<b>14.A.ECb</b> Contribute to the well-being of one's early childhood environment, school, and community.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121



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