## Appendix B Illinois Early Learning Guidelines for Children from Birth to Age Three Template for Crosswalk with Learning Beyond Paper Online Curriculum Young Toddler

Learning Beyond Paper Online Curriculum Learning and Development Standards Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)

## **Self-Regulation: Foundation of Development**

Physiological Regulation
 Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.

## Domain: Physical Health and Wellness Strand: A. Health and Well Being Standard: 1. Practices Healthy and Safe Habits C. Makes adult aware of health and self-care

c. Makes adult aware of health and self-care needs and seeks assistance.

18M.1 With adult modeling, becomes aware of self-care or personal hygiene needs such as washing dirty hands or wiping a dirty face.

18M.2 Feeds self with fingers and may attempt to

use utensils with some physical prompting/assistance

18M.3 With physical prompting/assistance, attempts to drink from a cup

24M.1 With verbal prompting, seeks assistance with self-care or personal hygiene needs such as washing dirty hands or wiping a dirty face.
24M.2 Regularly attempts to use utensils to feed self

24M.3 Regularly attempts to drink from a cup Standard: 2. Participates in activities related to nutrition

a. Distinguishes between food and non-food items 18M.1 With adult modeling, becomes aware of items that are food and items that are not food 24M.1 With verbal prompting/encouragement, keeps non-food items out of mouth

b. Shows interest in and tries new foods

Learning Beyond Paper Infant/ toddler Teacher's Guide

Online resources which include Resources, Lesson Plans, Daily Activities, Professional Development, Assessment, Materials, @home connections

Ref.Illinois Early Learning Guidelines For Children Birth to Age Three

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Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	18M.1 Shows interest in a variety of foods presented by an adult 24M.1 Feels, licks, smells or tastes new foods when offered multiple times	
2. Emotional Regulation Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.	Domain: Social and Emotional Development Strand: A. Developing a Sense of Self Standard: 2. Engages in self-expression.  a. Displays a range of emotions such as happiness, sadness, and fear in response to familiar or unfamiliar environments or objects 18M.1 With adult modeling, attempts to make facial expressions or vocalizations that show basic emotions such as happiness, sadness, anger or fear 18M.2 Begins to show a change in emotions when moving between familiar and unfamiliar environments 18M.3 Begins to show a change in emotions when encountering familiar or unfamiliar objects/materials 24M.1 With verbal prompting and encouragement, attempts to make facial expressions or vocalizations that show basic emotions such as happiness, sadness, anger or fear 24M.2 Regularly shows a change in emotions when moving between familiar and unfamiliar environments 24M.3 Regularly shows a change in emotions when encountering familiar or unfamiliar objects/materials	
Attention Regulation     Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain	Domain: Approaches to Play and Learning Strand: B. Attentiveness and Persistence Standard:1. Demonstrates self-control	

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engagement in accordance with social and cultural contexts.	a. Engages and persists with an activity, toy, or object 18M.1 With frequent/continued encouragement, engages with an activity, toy or object for increased periods of time 18M.2 Spends extended time enjoying familiar/favorite games like peek-a-boo or find the toy with an adult 24M.1 With minimal verbal prompting, engages with a new activity, toy or object for sustained periods of time b. Demonstrates focus on a specific task or activity 18M.1 With frequent/continued encouragement, remains focused on a task or activity 24M.1 With minimal verbal prompting, remains focused on an activity or task for an increased period of time	
4. Behavior Regulation Children demonstrate the emerging ability to manage and adjust behavior in accordance with social and cultura contexts.	La Calf acathae with minimal adult augnort	

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Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	seeing items that an adult has previously indicated are unsafe 24M.1 With verbal prompting and encouragement, begins to wait for short periods while a meal is being prepared or a crib is being set up for nap 24M.2 Attempts to stop self before completing an action that an adult has previously indicated is unsafe such as pulling hand back before touching the stove top c. Follows simple routines (such as eating, napping, or playing) in a group setting with adult support 18M.1 Begins to establish individual routines at school such as meal times, nap times, and play times 24M.1 With adult support, begins to shift individual routines to align with group routines such as meal times, nap times and play times	
Developmental Domain 1: Social & Emoti	onal Development	
Attachment Relationships     Children form secure attachment     relationships with caregivers who are     emotionally available, responsive, and     consistent in meeting their needs.	Domain: Social Emotional Development C. Developing a Sense of Self with Others Standard: 2. Develops Relationships with Adults a. Shows beginning signs of affection with familiar adults 18M.1 Makes vocalizations, smiles, waves, extends arms or physically moves to greet a familiar adult 24M.1 With adult modeling, verbal prompting and encouragement, may blow kisses, give hugs, or verbalize the names of familiar adults	

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	Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	Emotional Expression Children demonstrate an awareness of and the ability to identify and express emotions.	Strand: A. Developing a Sense of Self Standard: 2. Engages in self-expression. a. Displays a range of emotions such as happiness, sadness, and fear in response to familiar or unfamiliar environments or objects 18M.1 With adult modeling, attempts to make facial expressions or vocalizations that show basic emotions such as happiness, sadness, anger or fear 18M.2 Begins to show a change in emotions when moving between familiar and unfamiliar environments 18M.3 Begins to show a change in emotions when encountering familiar or unfamiliar objects/materials 24M.1 With verbal prompting and encouragement, attempts to make facial expressions or vocalizations that show basic emotions such as happiness, sadness, anger or fear 24M.2 Regularly shows a change in emotions when moving between familiar and unfamiliar environments 24M.3 Regularly shows a change in emotions when encountering familiar or unfamiliar objects/materials	
7.	Relationship with Adults Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.	Domain: Social Emotional Development Strand: C. Developing a Sense of Self with Others Standard: 1. Develops Relationship with Adults a. Shows beginning signs of affection with familiar adults	

	Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
		18M.1 Makes vocalizations, smiles, waves, extends arms or physically moves to greet a familiar adult 24M.1 With adult modeling, verbal prompting and encouragement, may blow kisses, give hugs, or verbalize the names of familiar adults	
8.	Self-Concept Children develop identity of self.	Domain: Social Emotional Development Strand: Developing a Sense of Self	
		Standard: 1. Develops self-awareness a. Shows knowledge of their own abilities and communicates preferences 18M.1 Uses vocalizations and/or gestures to communicate likes for foods, activities, toys, etc. 18M.2 Uses vocalizations and/or gestures to communicate dislikes for foods, activities, toys, etc. 24M.1 Uses words and/or gestures to express likes for foods, activities, toys, etc. 24M.2 Uses vocalizations and/or gestures to express dislikes for foods, activities, toys, etc. 24M.3 Uses words or gestures to express to adults a desire to complete a task independently 24M.4 May say "I did it!" after accomplishing an independent task b. Begins to develop an understanding of personal characteristics 18M.1 With verbal prompting/encouragement, points to body parts such as head, hands, arms, legs, belly/tummy, eyes, ears, mouth, nose, etc. 18M.2 With adult modeling, begins to understand personal characteristics such as eye color, hair color, etc. 18M.3 Enjoys looking at their own reflection in the mirror	

	Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
		24M.1 Points to body parts such as head, hands, arms, legs, belly/tummy, eyes, ears, mouth, nose, etc. 18M.2 With verbal prompting/encouragement, begins to show understanding of personal characteristics such as eye color, hair color, etc. 18M.3 Plays (smiles, makes faces, makes sounds) with their own reflection in the mirror	
9.	Relationship with Peers Children demonstrate the desire and develop the ability to engage and interact with other children.	Domain: Social Emotional Development Strand: C. Developing a Sense of Self with Others Standard: 2. Develops relationships with peers b. Engages in mostly solitary play with some parallel play 18M.1 With verbal prompting and encouragement, independently plays with materials and/or toys provided for short periods of time 24M.1 With adult modeling and verbal prompting, begins to stand near peers while they are engaged in play 24M.2 With adult modeling and verbal prompting, begins to walk over to peers who are engaged in play 24M.3 With adult modeling and verbal prompting, may give toys or materials to a peer c. Begins to relate to and show enjoyment in interactions with other children c. Begins to relate to and show enjoyment in interactions with other children 18M.1 With verbal prompting and physical cues, begins to notice peers in their learning environment. 24M.1 With adult modeling and verbal prompting, attempts to engage in social interactions with peers like basic turn taking	

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10. Empathy Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.	Domain: Social Emotional Development Strand: C. Developing a Sense of Self with Others Standard: 2. Develops relationships with peers a. Shows awareness of feelings displayed by others 18M.1 Begins to understand that peers can have emotions similar to theirs when an adult explicitly points out those emotions 24M.1 With verbal prompting, notices when other children are happy or sad 24M.2 With adult modeling, may show excitement for peers that are happy or provide comforting gestures for peers that are sad	
Developmental Domain 2: Physical Deve	lopment & Health	
11. Gross Motor Children demonstrate strength, coordination, and controlled use of large muscles.	Domain: Physical Development Strand: C. Motor Skills Standard: 1. Develops gross-motor skills a. Gains control and coordination of body movements 18M.1 Moves from cruising to walking and begins to develop balance when walking 24M.1 Walks with intention and purpose 24M.2 Attempts to jump into areas with different textures such as puddles, snow piles, leaf piles or sand pits 24M.3 Attempts to jump off raised ledges or slightly raised stable structures such as a riser or step stool b. Develops emerging coordination and balance 18M.1 Pulls to standing, cruises, and lowers self from standing using sturdy classroom furniture, the wall or stable push/pull toys 18M.2 Moves from cruising to walking or sitting to	

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	standing with minimal physical assistance from an adult 24M.1 Moves from sitting to standing and walking to running with increased balance 24M.2 Independently rocks back and forth on a rocking toy or chair 24M.3 Attempts to throw a ball to a peer or an adult 24M.4 Attempts to kick a ball 24M.5 Attempts to catch a ball that is rolled or tossed by a peer or an adult	
12. Fine Motor Children demonstrate the ability to coordinate their small muscles in order to move and control objects.	Standard: 2. Develops fine-motor skills a. Gains control of hands and fingers 18M.1 Uses hands to pull objects, pick up objects, turn objects over,or point to objects 18M.2 Uses hands to open latches or turn door handles 24M.1 Uses hands to push, pull, turn, roll or open objects 24M.2 Uses hands to participate in songs with hand motions b. Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 18M.1 Attempts to drop small objects into containers 18M.2 Attempts to stack blocks or cups, 18M.3 Attempts to place rings on a rod 18M.4 Attempts to pick up single bites of food 18M.5 Moves objects back and forth between both hands 24M.1 Drops small objects into containers 24M.2 Stacks blocks or cups 24M.3 Places rings on a rod	

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	c. Uses tools and different actions on objects 18M.1 With adult modeling, understands that tools such as a pull string or a long handle can help bring an object into reach 24M.1 With verbal prompting/encouragement, uses tools to push, pull, drag, or roll various objects	
13. Perceptual	Domain: Physical Development	
Children demonstrate the ability to	Strand: Use of Senses Standard: 1. Demonstrates an awareness of	
distinguish, process, and respond	the body in space and child's relationship to	
to sensory stimuli in their environment.	objects in space	
	a. Acts and moves with intention and purpose with	
	some adult assistance 18M.1 Moves from cruising to walking and begins	
	to develop balance when walking	
	24M.1 Shows increased balance as they move to	
	specified locations in the classroom or on the	
	playground	
	b. Uses trial and error to discover how the body	
	fits and moves through space 18M.1 With adult modeling, attempts to crawl or	
	climb over, under or through obstacles	
	24M.1 With verbal prompting/encouragement,	
	crawls or climbs over, under or through obstacles	
14. <u>Self-Care</u>	Domain: Physical Development	
Children demonstrate the desire and	Strand: Physical Health and Wellness	
ability to participate in and practice	Standard: 1. Practices healthy and safe habits c. Makes adult aware of health and self-care	
self-care routines.	needs and seeks assistance	
	18M.1 With adult modeling, becomes aware of	
	self-care or personal hygiene needs such as	
	washing dirty hands or wiping a dirty face.	
	18M.2 Feeds self with fingers and may attempt to	
	use utensils with some physical	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	prompting/assistance 18M.3 With physical prompting/assistance, attempts to drink from a cup 24M.1 With verbal prompting, seeks assistance with self-care or personal hygiene needs such as washing dirty hands or wiping a dirty face. 24M.2 Regularly attempts to use utensils to feed self 24M.3 Regularly attempts to drink from a cup Standard: 2. Participates in activities related to nutrition a. Distinguishes between food and non-food items 18M.1 With adult modeling, becomes aware of items that are food and items that are not food 24M.1 With verbal prompting/encouragement, keeps non-food items out of mouth b. Shows interest in and tries new foods	
<u>Developme</u>	ntal Domain 3: Language Development, Communic	cation, & Literacy
15. Social Communication Children demonstrate the ability to engage with and maintain communication with others.	Strand: B. Expressive Language Standard: 2. Uses increasingly complex spoken language a. Experiments with spontaneous vocal play 18M.1 With adult modeling, uses variations in pitch when speaking or babbling 18M.2 With verbal prompting and encouragement, imitates the repeated varied sounds made by an adult 24M.1 With verbal prompting and encouragement, uses variations in pitch, tone, or volume, when speaking or babbling b. Uses one word sentences or two word phrases to communicate	

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	18M.1 With adult modeling, imitates new words or uses simple signs for one word requests 18M.2 Has a vocabulary (verbal and/or sign language) of up to 50 words 24M.1 With verbal prompting, uses one or two words (maybe paired with simple signs) to communicate 24M.2 Has a vocabulary (verbal and/or sign language) of 50-200 words	
16. Receptive Communication Children demonstrate the ability to comprehend both verbal and nonverbal communication.	Strand: A. Receptive Language Standard: 1.Listens to conversations for a variety of purposes and demonstrates comprehension a. Listens and responds to language during conversations, songs, stories, or other experiences 18M.1 With verbal prompting and encouragement, mimics adult by attempting to repeat words/phrases or mirroring the adult's gestures 18M.2 With verbal prompting and encouragement, responds to conversations with gestures or actions 18M.3 With verbal prompting and encouragement, responds to songs or stories with gestures or actions 24M.1 With verbal prompting, responds to conversations with words/phrases, gestures or actions 24.2 With verbal prompting and encouragement, responds to songs or stories with words/phrases, gestures or actions b. Responds to adults' questions with answers 18M.1 With verbal prompting and encouragement,	

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	questions 18M.2With verbal prompting and encouragement, mimics adult by attempting to repeat words/phrases 24M.1 With verbal prompting, responds to adult questions with simple words/phrases and gestures c. Listens to and follows simple directions 18M.1 With adult modeling, mimics adult and follows simple directions such as lay down, give me the soon, find your toy 24M.1 With frequent verbal prompting and encouragement, listens to and follows simple directions such as bring me the cup, find your shoes, give me your hand Standard: 2. Acquires vocabulary introduced in conversations, activities, stories, and/or books a. Demonstrates understanding of simple words through their actions 18M.1 With verbal prompting and physcial cues, looks at or points to a person that has been named (mom, dad, sister, brother, grandparent, caregiver) 18M.2 With verbal prompting and encouragement, responds appropriately to the meaning of words e.g. walk, run, jump 18M.3 With verbal prompting, recognizes familiar objects when named (cup, faviorte food, favorite drink, classroom toys, etc) 24M.1 With adult modeling, mimics adult and follows simple directions such as lay down, give	3 sentences, can include references)
	me the soon, find your toy	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
17. Expressive Communication Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.	Strand B. Expressive Language Standard: 1. Uses nonverbal communication for a variety of purposes a. Communicates needs and wants through nonverbal gestures and actions 18M.1 Begins to communicate needs and wants through vocalizations or gestures 24M.1 With adult modeling, communicates needs and wants through simple words, gestures or actions (Says "I'm okay", points to skinned knee after falling down, says "boo boo" and points to injury) b. Mimics other's nonverbal gestures and actions to express feelings 18M.1 With verbal prompting and physcial cues, begins to mimic an adult's nonverbal gestures and actions to express anger, sadness, or joy 24M.1 With verbal prompting and physical cues, begins to notice nonverbal gestures and actions of peers 24M.2 With verbal prompting and physical cues, begins to mirror a peers' nonverbal gestures and actions when they are angry, sad, or happy (stomping feet, crossing arms, clapping hands, dropping head)	
18. Early Literacy Children demonstrate interest in and comprehension of printed materials.	Strand C. Early Reading Standard: 1. Acquires meaning from a variety of materials read aloud a. Touches or identifies pictures when prompted 18M.1 With verbal prompting and physical cues, points at named pictures in a book and makes the sounds for the animals/characters/objects in the book 18M.2 With verbal prompting and physical cues,	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	points at named pictures in a book and attempts to say the name for the animals/characters/objects in the book 24M.1 With verbal prompting, points at named pictures in a book and makes sounds for the animals/characters/objects in the book 24M.2 With verbal prompting, points at named pictures in a book and says name for the animals/characters/objects in the book	
	Developmental Domain 4: Cognitive Developmental	<u>ent</u>
19. Concept Development Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.	Cognitive Development-Cognitive Processes Strand A. Thinking Skills Standard: 1. Demonstrates awareness of cause and effect a. Repeats actions many times to cause desired effects 18M.1 Explores how to make something happen again by repeating the same actions over and over (filling a container with sand or water and dumping it after it is full or pushing a button to make lights flash or a song play) 24M.1 With verbal prompting and encouragement, uses the same actions over and over again to cause a desired effect (rolling a car down a ramp, pounding a peg into a hole, pushing a button to make a light flash or turning a knob to make a song play) 24M.2 With verbal prompting and encouragement, uses knowledge of cause and effect actions and applies the knowledge to new or novel situations	
20. Memory	Cognitive Development-Cognitive Processes	
	Strand: A. Thinking Standard: 2. Uses prior knowledge to build new knowledge	

		Please Describe Supporting Practices,
Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum	Policies, and Procedures (No more than 2 to
	Learning and Development Standards	3 sentences, can include references)
Children demonstrate the ability to acquire, store, recall, and apply past experiences.	a. Imitates simple actions, gestures, sounds, and words 18M.1 Observes adults doing everyday actions (wiping up a spill, closing a door, or feeding a baby) 18M.2 Attempts to mimic adults' everyday actions 18M.3 Attempts to mimic adults' familiar gestures, sounds or words 24M.1 With adult prompting and physical cues, imitates adults' everyday actions (wiping up a spill, closing a door, or feeding a baby) 24M.2 Utilizes the dramatic play center (play kitchen, baby dolls, high chairs, cribs, brooms, mops, etc.) to mimic adults' everyday actions 24M.3 With verbal prompting and encouragement, mimics adults' familiar gestures, sounds or words b. Searches for hidden or missing objects 18M.1 Searches for hidden or missing objects in the place they were last seen 18M.2 Searches for missing objects in the place they were last found 24M.1 With adult prompting and physical cues, searches for hidden objects in places other than where they were last seen 24M.2 With adult prompting and physical cues, searches for missing objects in places other than	
	where they were last found	
21. Spatial Relationships	Cognitive Development-Mathematics	
Children demonstrate an awareness of	Strand: C. Geometry and Spatial	
how objects and people move and fit in	Thinking Standard: 1 Explores recognizes and	
space.	Standard: 1. Explores, recognizes, and describes spatial relationships between	
	objects	
	a. Recognizes basic shapes and matches two	
	identical shapes	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	18M.1 With adult modeling and physical cues, recognizes the basic shape of circle and/or square 18M.2 With adult modeling and physical cues, matches a large circle to a large circle or a square block to a square block 24M.1 With verbal prompting and encouragement, matches basic shapes together e.g putting shapes into a shape sorter or completing a shape peg puzzle b. Attempts to move objects in different directions, such as up, down, around or under with adult prompting and guidance 18M.1 With adult modeling and physical cues, takes an object like a toy or bean bag and moves it in the direction given by the adult (up, down, in, out, under) 24M.1 With frequent verbal prompting and encouragement, takes an object like a toy or bean bag and moves it in the direction given by the adult (up, down, in, out, under) Domain: Physical Development Strand: Use of Senses	
	Standard: 1. Demonstrates an awareness of the body in space and child's relationship to objects in space a. Acts and moves with intention and purpose with	
	some adult assistance 18M.1 Moves from cruising to walking and begins to develop balance when walking 24M.1 Shows increased balance as they move to specified locations in the classroom or on the playground	
	b. Uses trial and error to discover how the body fits and moves through space	

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	18M.1 With adult modeling, attempts to crawl or climb over, under or through obstacles 24M.1 With verbal prompting/encouragement, crawls or climbs over, under or through obstacles	
22. Symbolic Thought Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.	Cognitive Development-Cognitive Processes Strand: B. Problem Solving a. Solves a simple problem successfully with adult support 18M.1 With adult modeling and physical cues, tries multiple solutions to a problem 18M.2 May repeat the same solution to a problem even if the solution doesn't solve the problem 24M.1 With verbal prompting and encouragement, tries multiple solutions to a problem 24M.2 With verbal prompting and encouragement, persists with finding solutions until discovering a solution or strategy that works	
23. Creative Expression Children demonstrate the ability to convey ideas and emotions through creative expression.	Cognitive Development-Creative Development Strand: A. Creative Movement and Dance Standard: 1. Participates in dance to express creativity  a. Moves body to music  18M.1 With adult modeling and physical cues, participates in individual music and movement activities  18M.2 Expresses self by moving to music  24M.1 With adult modeling and physical cues, mimics adult movements during individual or group music and movement activities  24M.2 With verbal prompting and encouragement, produces preferred dance moves during individual or group music and movement activities  b. Shows interest and curiosity about different dance genres	

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	18M.2 With adult modeling and physical cues, attempts to move body in different ways while listening to different genres of music with different beats and rhythms  18M.2 With adult modeling and verbal prompting, notices specific dance movements associated with different genres of dance  24M.1 With verbal prompting and encouragement, shifts body movements to match the different beats and rhythms of different genres of music  24M.2 With adult modeling and verbal prompting, attempts to perform specific dance movements associated with different genres of dance  Strand B. B. Visual Arts  Standard: 1. Creates, observes, and analyzes visual art forms to develop artistic expression a. Expresses self creatively with simple art materials  18M.1 With adult modeling and physical cues, uses simple art materials like finger paint, clay, textured paper, etc.  24M.1 With verbal prompting and encouragement, uses a variety of simple art materials  24M.2 With verbal prompting and encouragement, explores different art media  b. Communicates what they like about a picture or work of art	
	18M.1 With adult modeling and verbal prompting, mimics an adult's facial expressions, geatures, and verbal phrases expressing likes about	
	pictures or works of art 24M.1 With verbal prompting and encouragement, uses words and gestures to communicate likes about pictures or works of art	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to
illinois Early Learning Guidelines	Learning and Development Standards	3 sentences, can include references)
	24M.2 Shows a preference for particular pictures	
	or works of art	
	Strand C. Music Standard: 1. Uses voice, instruments, and	
	objects to musically express creativity	
	a. Experiments with vocalizations and different	
	sounds produced by instruments	
	18M.1 With adult modeling, experiments with	
	vocalizations	
	18M.2 With adult prompting, bangs toys or	
	insturments (symbols, rhythm sticks, triangle,	
	rhythm blocks) together to produce different sounds	
	24M.1 With adult prompting, experiments with	
	vocalizations and different sounds produced by	
	instruments	
	24M.2 Shows enjoyment in making different	
	sounds with objects or a variety of instruments	
	(drums, symbols, noise makers, bells, etc.)	
	b. Shows interest and curiosity about different music genres	
	18M.2 Listens to different genres of music with	
	different beats and rhythms	
	18M.2 With adult modeling and verbal prompting,	
	notices the changes in beat, rhythm, and lead	
	instruments when exploring different music genres	
	24M.1 With verbal prompting and encouragement,	
	shifts body movements to match the different beats and rhythms of different genres of music	
	24M.2 With adult modeling and verbal prompting,	
	begins to communicate a preference for specific	
	music genres	
	Strand D. Drama	
	Standard: 1. Uses dramatic play to express	
	creativity	

a. Listens to rhymes, fingerplays, and stories with props 18M.1 Attends to an adult for short periods of time while the adult utilizes props during fingerplays and stories 18M.2 Attends to an adult while they sing/say familiar rhymes 24M.1 With verbal prompting and encouragement, listens to fingerplays and stories while an adult utilizes props for engagement 24M.2 With verbal prompting and encouragement, actively listens to an adult while they sing/say familiar rhymes b. Pretends to take on the characteristics of an animal or pretends to be a favorite book character, with adult support 18M.1 With adult modeling and physical cues, pretends to be an animal by making sounds or movements like the animal 18M.2 With adult modeling and physical cues, pretends to be a favorite books character by mimicking the character's catch phrases, or utilizing costumes to dress like the character's catch phrases, or utilizing costumes to dress like the animal 18M.2 With adult modeling and encouragement, pretends to be an animal by making sounds or movements like the animal or utilizing costumes to dress like the character catch phrases, or utilizing costumes to dress like the animal 18M.2 With verbal prompting and encouragement, pretends to be a nanimal by making sounds or movements like the animal 18M.2 With verbal prompting and encouragement, pretends to be a favorite books character by mimicking the character's catch phrases, or utilizing costumes to dress like the character's catch phrases, or utilizing costumes to dress like the character's catch phrases, or utilizing costumes to dress like the character's catch phrases, or utilizing costumes to dress like the character's catch phrases, or utilizing costumes to dress like the character's catch phrases, or	Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
		props 18M.1 Attends to an adult for short periods of time while the adult utilizes props during fingerplays and stories 18M.2 Attends to an adult while they sing/say familiar rhymes 24M.1 With verbal prompting and encouragement, listens to fingerplays and stories while an adult utilizes props for engagement 24M.2 With verbal prompting and encouragement, actively listens to an adult while they sing/say familiar rhymes b. Pretends to take on the characteristics of an animal or pretends to be a favorite book character, with adult support 18M.1 With adult modeling and physical cues, pretends to be an animal or utilizing costumes to dress like the animal 18M.2 With adult modeling and physical cues, pretends to be a favorite books character by mimicking the character's catch phrases, or utilizing costumes to dress like the character 24M.1 With verbal prompting and encouragement, pretends to be an animal by making sounds or movements like the animal or utilizing costumes to dress like the character 24M.1 With verbal prompting and encouragement, pretends to be a favorite books character by mimovements like the animal or utilizing costumes to dress like the animal hymaking sounds or movements like the animal or utilizing costumes to dress like the animal hymaking sounds or movements like the animal or utilizing costumes to dress like the animal hymaking sounds or movements like the animal or utilizing costumes to dress like the animal hymaking sounds or movements like the animal or utilizing costumes to dress like the animal hymaking sounds or movements like the animal or utilizing costumes to dress like the animal hymaking sounds or movements like the animal or utilizing costumes to dress like the animal hymaking sounds or movements like the animal or utilizing costumes, or movements like the animal or utilizing costumes, or movements, or m	

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24. Logic & Reasoning Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.	Cognitive Development-Cognitive Processes Strand: A. Thinking Skills Standard: 1. Demonstrates awareness of cause and effect  a. Repeats actions many times to cause desired effects  18M.1 Explores how to make something happen again by repeating the same actions over and over (filling a container with sand or water and dumping it after it is full or pushing a button to make lights flash or a song play)  24M.1 With verbal prompting and encouragement, uses the same actions over and over again to cause a desired effect (rolling a car down a ramp, pounding a peg into a hole, pushing a button to make a light flash or turning a knob to make a song play)  24M.2 With verbal prompting and encouragement, uses knowledge of cause and effect actions and applies the knowledge to new or novel situations  Standard: 2. Uses prior knowledge to build new knowledge  a. Imitates simple actions, gestures, sounds, and words  18M.1 Observes adults doing everyday actions (wiping up a spill, closing a door, or feeding a baby)  18M.2 Attempts to mimic adults' everyday actions (wiping up a spill, closing and physical cues, imitates adults' everyday actions (wiping up a spill, closing a door, or feeding a baby)  24M.2 Utilizes the dramatic play center (play kitchen, baby dolls, high chairs, cribs, brooms,	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
25. Quantity & Numbers Children demonstrate awareness of quantity, counting, and numeric competencies.	mops, etc.) to mimic adults' everyday actions 24M.3 With verbal prompting and encouragement, mimics adults' familiar gestures, sounds or words b. Searches for hidden or missing objects 18M.1 Searches for hidden or missing objects in the place they were last seen 18M.2 Searches for missing objects in the place they were last found 24M.1 With adult prompting and physical cues, searches for hidden objects in places other than where they were last seen 24M.2 With adult prompting and physical cues, searches for missing objects in places other than where they were last found  Domain: Cognitive Development - Mathematics Strand: Number and Quantity Standard: 1. Organizes, represents, and builds knowledge of quantity and number a. Shows awareness of early concepts related to amount 18M.1 With adult modeling, asks for more with words or gestures 18M.2 With adult modeling, uses words or gestures to indicate when no objects are left or things are "all gone" 24M.1 With verbal prompting, asks for more with words or gestures 24M.2 With verbal prompting, uses words or gestures to indicate when no objects are left or things are "all gone" Standard: 2. Manipulates, compares, and describes relationships using quantity and number	

Counts groups of one and two objects with ult support M.1 With adult modeling, mimics adult and unts one or two objects in daily routine (one nt, two doors, one chair, two books, etc) M.1 With verrbal prompting, counts one or two jects in daily routine (one light, two doors, one air, two books, etc) Applies number and counting to daily routine th adult support M.1 With adult modeling, mimics adult and	
unts one or two objects in daily routine (one p, two cookies, one spoon, two strawberries) M.1 With adult modeling, mimics adult and unts one or two objects in daily routine (one p, two cookies, one spoon, two strawberries) trand: B. Measurement and	
emparison andard: 1. Explores and communicates out distance, weight, length, height, and ne	
Explores and identifies objects that are big or hall, heavy or light, and tall or short, with adult poport M.1 With adult modeling and physical cues, ints to the object that is big/small, heavy/light,	
M.1 With verbal prompting and encouragement, ints to the object that is big/small, heavy/light, l/short when given a group of two objects Uses size words appropriately M.1 With adult modeling, mimics an adult as	
	out distance, weight, length, height, and ne Explores and identifies objects that are big or nall, heavy or light, and tall or short, with adult poort M.1 With adult modeling and physical cues, ints to the object that is big/small, heavy/light, l/short when given a group of two objects M.1 With verbal prompting and encouragement, ints to the object that is big/small, heavy/light, l/short when given a group of two objects Uses size words appropriately

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to
minois Early Ecanning Odidennes	Learning and Development Standards	3 sentences, can include references)
	24M.1 With verbal prompting and encouragement,	
	uses size words for everyday objects like a big	
	ball or a small car	
	Standard: 2. Sorts, orders, classifies, and creates patterns	
	a. Copies patterns using sounds or physical	
	movements, with adult support	
	18M.1 With adult modeling and physical cues,	
	mimics adult while the adult creates basic AB	
	patterns using sound (clap, pat, clap, pat)	
	18M.2 With adult modeling and physical cues,	
	mimics adult while the adult creates basic AB	
	patterns using physical actions (arms up, arms	
	down, arms up, arms down)	
	24M.1 With verbal prompting and physical cues,	
	mimics adult while the adult creates basic AB	
	patterns using sound (clap, pat, clap, pat) 18M.2 With verbal prompting and physical cues,	
	mimics adult while the adult creates basic AB	
	patterns using physical actions (arms up, arms	
	down, arms up, arms down)	
	b. Orders several objects on the basis of one	
	characteristic through trial and error	
	18M.1 With adult modeling, uses trial and error to	
	order two or three objects based on one	
	characteristic such as height	
	18M.2 With adult modeling, uses trial and error to	
	visually compare two or three objects by one	
	characteristic such as length	
	24M.1 With verbal prompting, uses trial and error	
	to order two or three objects based on one	
	characteristic such as height	
	24M.2 With verbal prompting, uses trial and error to visually compare two or three objects by one	
	characteristic such as length	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
26. Science Concepts & Exploration Children demonstrate a basic awareness of and use scientific concepts.	Domain: Cognitive Development-Science Strand: A. Scientific Skills and Methods Standard:  1.Demonstrates scientific inquiry skills and communicates scientific ideas clearly a. Uses simple tools to explore and investigate the learning environment (indoors and outdoors) 18M.1 With adult modeling, uses simple tools to explore and investigate the learning environment (indoors and outdoors) such as a spoon dig, a cup to move material from one location to another or a magnifying glass to examine objects 24M.1 With verbal prompting, uses simple tools to explore and investigate the learning environment (indoors and outdoors) such as a spoon dig, a cup to move material from one location to another or a magnifying glass to examine objects Strand: B. Earth and Space Standard: 1. Demonstrates knowledge related to the dynamic properties of the earth and sky a. Engages in structured play using water 18M.1 With adult modeling and physical cues, engages in play with soil, sand and mud by watching an adult empty and fill different containers or use a funnel with the materials 24M.1 With verbal prompting and encouragement, engages in water play and empties or fills different containers 24M.2 With verbal prompting and encouragement, engages in water play and uses a funnel c. Identifies the objects in the sky and uses basic vocabulary to describe day and night 18M.1 With adult modeling, begins to identify daytime and nighttime	LBP Infant/Toddler Guide includes information for teachers to provide background for STEAM STEAM activities are provided daily.

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	24M.1 With verbal prompting and physical cues, begins to identify the sun and associate the sun with the daytime 24M.2 With verbal prompting and physical cues, begins to identify the moon or stars and associate them with nighttime	
	d. Uses emerging vocabulary to describe basic weather 18M.1 With adult modeling, begin to repeat words that describe weather such as hot, cold, rain, sun, snow, etc. 24M.1 With frequent verbal prompting, begins to use words that describe weather such as hot,	
	cold, rain, sun, snow, etc. Strand: C. Living Things Standard: 1. Demonstrates knowledge related to living things and their environment a. Interacts with plants and animals 18M.1 With adult modeling and physical cues, interacts with plants or animals by looking,	
	smelling, listening, touching or tasting when appropriate 24M.1 With verbal prompting and encouragement, interacts with plants or animals by looking, smelling, listening, touching or tasting when	
	appropriate Strand: D. Physical Science Standard: 1. Demonstrates knowledge related to physical science a. Plays with and explores different toys and objects	
	18M.1 With adult modeling and verbal prompting, explores new toys in the learning environment	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to
	•	3 sentences, can include references)
	24M.1 With verbal prompting and encouragement,	
	plays with a variety of toys and objects in the	
	learning environment	
	b. Demonstrates ability to push and pull objects	
	24M.1 With verbal prompting, pushes and pulls	
	objects to move them while playing with them	
	c. Observes that objects move at different speeds	
	18M.1 Notices that objects move fast or slow	
	when adult explicitly points it out	
	24M.1 With verbal prompting, takes notice of an object moving fast or slow	
	d. Shows interest and curiosity about objects in	
	their immediate physical environment	
	18M.1 With adult modeling, shows interest and	
	curiosity about objects in their immediate physical	
	environment by bringing the object to an adult or,	
	if able, using one or two words to ask about the	
	object	
	24M.1 With verbal prompting, shows interest and	
	curiosity about objects in their immediate physical	
	environment by bringing the object to an adult,	
	using one to two words to ask about the object or	
	playing with the object for an extended period of	
	time	
	e. Explores solids and liquids	
	18M.1 With adult modeling, explores materials	
	that are in different states of matter like water, ice,	
	slime, oobleck	
	24M.1 With verbal prompting and encouragement,	
	explores materials that are in different states of	
	matter like water, ice, slime, oobleck	
	Strand: E. Interaction With the	
	Environment	
	Standard: 1. Demonstrates an awareness of,	
	and the need to protect their environment	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	through conservation and preservation of natural resources  a. Identifies familiar people and living things in their learning environment (indoors and outdoors)  18M.1 With adult modeling, identifies familiar people and living things in their learning environment (indoors and outdoors)  18M.2 Shows interest in shared reading experiences about people and living things  24M.1 With verbal prompting, identifies familiar people and living things in their learning environment (indoors and outdoors)  24M.2 Participates in shared reading experiences about people and living things  24M.3 Asks simple questions about people or living things  b. Begins to demonstrate understanding of sustainability practices  18M.1 With adult modeling, develops an appreciation for nature through sensory experiences (sights, sounds, smells, textures)  18M.2 Shows interest in shared reading experiences about the Earth  24M.1 With adult support, participates in sustainability practices (plants a garden/tree, utilizes recyclables in play, collects rain water,etc.)  24M.2 Participates in shared reading experiences about the Earth  24M.3 Asks simple questions about the Earth	
27. Safety & Well-Being Children demonstrate the emerging ability to recognize risky situations and respond accordingly.	Domain: Physical Development Strand: A. Health and Wellness Standard; 1. Practices healthy and safe habits b. Identifies and tries to avoid dangers with assistance	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	18M.1 Notices dangers when an adult explicitly points them out (The stove is hot, The scissors are sharp) 18M.2 Begins to follow guidelines set out by adults (We hold hands in the parking lot, We walk inside the classroom.) 24M.1 Follows basic safety practices with adult prompting/encouragement such as using walking feet in the classroom, having gentle hands when handling a pet, etc	
	Approaches to Learning	
Children demonstrate interest and eagerness in learning about their world.	Standard: 2. Demonstrates interest and curiosity  a. Shows interest in what others are doing 18M.1 With adult modeling, notices the actions of people surrounding them 18M.2 With adult modeling, notices objects surrounding them 18M.3 With adult modeling, notices different places 24M.1 With verbal prompting/encouragement, points to prefered people, objects or places 24M.2 With verbal prompting/encouragement, begins to imitate the actions of the people surrounding them	
	b. Begins to show curiosity/interest in new objects, experiences, and people 18M.1 With adult modeling, listens to new songs or examines new toys or materials 24M.1 With verbal prompting/encouragement, listens to new songs 24M.2 With verbal prompting/encouragement, examines new toys or materials	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	24M.3 With verbal prompting/encouragement, meets new people 24M.4 With verbal prompting/encouragement, participates in new or novel experiences	
29. Problem Solving Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.	Cognitive Development-Cognitive Processes Strand: B. Problem Solving Standard: 1. Demonstrates Problem Solving Skills  a. Solves a simple problem successfully with adult support  18M.1 With adult modeling and physical cues, tries multiple solutions to a problem  18M.2 May repeat the same solution to a problem even if the solution doesn't solve the problem 24M.1 With verbal prompting and encouragement, tries multiple solutions to a problem  24M.2 With verbal prompting and encouragement, persists with finding solutions until discovering a solution or strategy that works	
30. Confidence & Risk-Taking Children demonstrate a willingness to participate in new experiences and confidently engage in risk taking.	Strand: A. Initiation and Exploration Standard: 1. Demonstrates initiative and self-direction a. Demonstrates a desire to complete more complex tasks by self 24M.1 Demonstrates desire to complete more complex tasks by self (dressing self, throwing away own trash, taking meal to the table, cleaning up own spills, etc.) by using gestures and/or verbalizations. b. Selects book or toy from several options 18M.1 Tries a variety of approaches to getting the desired book or toy by moving towards the object 18M.2 Tries a variety of approaches to getting the desired book or toy by making vocalizations	

Illinois Early Learning Guidelines	Learning Beyond Paper Online Curriculum Learning and Development Standards	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
	24M.1 Intentionally selects a book or toy and brings the selected item to an adult	
31. Persistence, Effort, & Attentiveness Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.	Strand: A. Attentiveness and Persistence Standard: 1. Demonstrates self-control a. Engages and persists with an activity, toy, or object 18M.1 With frequent/continued encouragement, engages with an activity, toy or object for increased periods of time 18M.2 Spends extended time enjoying familiar/favorite games like peek-a-boo or find the toy with an adult 24M.1 With minimal verbal prompting, engages with a new activity, toy or object for sustained periods of time b. Demonstrates focus on a specific task or activity 18M.1 With frequent/continued encouragement, remains focused on a task or activity 24M.1 With minimal verbal prompting, remains focused on an activity or task for an increased period of time	
32. Creativity, Inventiveness, & Imagination Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.	Strand: C. Play Standard: 1. Engages in a progression of individualized and imaginative play a. Uses objects for a real or imagined purpose 18M.1 With adult modeling, uses everyday objects in imaginative play such as pots and pans, spoons, cups, boxes 24M.1 With verbal prompting/encouragement, finds new things to do with familiar objects such as wear a pot for a hat, use a spoon as a drumstick or stack boxes	