

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

| 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)                                                                                                                                                                         |
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| <b><u>Self-Regulation: Foundation of Development</u></b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                |
| <p>1. <a href="#"><u>Physiological Regulation</u></a><br/> 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.</p> | <p><b>Domain: Physical Health and Wellness</b><br/> <b>Strand: A. Health and Well Being</b><br/> <b>Standard: 1. Practices Healthy and Safe Habits</b><br/> c. Makes adult aware of health and self-care needs and seeks assistance.<br/> 18M.1 With adult modeling, becomes aware of self-care or personal hygiene needs such as washing dirty hands or wiping a dirty face.<br/> 18M.2 Feeds self with fingers and may attempt to use utensils with some physical prompting/assistance<br/> 18M.3 With physical prompting/assistance, attempts to drink from a cup<br/> 24M.1 With verbal prompting, seeks assistance with self-care or personal hygiene needs such as washing dirty hands or wiping a dirty face.<br/> 24M.2 Regularly attempts to use utensils to feed self<br/> 24M.3 Regularly attempts to drink from a cup<br/> <b>Standard: 2. Participates in activities related to nutrition</b><br/> a. Distinguishes between food and non-food items<br/> 18M.1 With adult modeling, becomes aware of items that are food and items that are not food<br/> 24M.1 With verbal prompting/encouragement, keeps non-food items out of mouth<br/> b. Shows interest in and tries new foods</p> | <p>Learning Beyond Paper Infant/ toddler Teacher's Guide</p> <p>Online resources which include Resources, Lesson Plans, Daily Activities, Professional Development, Assessment, Materials, @home connections</p> <p>Ref.Illinois Early Learning Guidelines For Children Birth to Age Three</p> |

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

| 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) |
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| engagement in accordance with social and cultural contexts.                                                                                                                  | <p>a. Engages and persists with an activity, toy, or object<br/> 18M.1 With frequent/continued encouragement, engages with an activity, toy or object for increased periods of time<br/> 18M.2 Spends extended time enjoying familiar/favorite games like peek-a-boo or find the toy with an adult<br/> 24M.1 With minimal verbal prompting, engages with a new activity, toy or object for sustained periods of time</p> <p>b. Demonstrates focus on a specific task or activity<br/> 18M.1 With frequent/continued encouragement, remains focused on a task or activity<br/> 24M.1 With minimal verbal prompting, remains focused on an activity or task for an increased period of time</p>                     |                                                                                                                        |
| <p>4. <a href="#">Behavior Regulation</a><br/> Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.</p> | <p><b>Domain: Social Emotional Development</b><br/> <b>Strand: A. Self-regulation</b><br/> <b>Standard: 1. Demonstrates self-control</b></p> <p>a. Self-soothes with minimal adult support<br/> 18M.1 Seeks out an adult to provide physical support and encouragement when dealing with strong emotions<br/> 24M.1 Calms self by sucking on fingers or thumb, holding a favorite toy, moving to a calm place in the classroom, or finding a preferred adult</p> <p>b. Demonstrates the beginnings of impulse control with adult support<br/> 18M.1 With adult modeling and frequent encouragement, begins to participate in classroom routines and rituals<br/> 18M.2 May repeat "no" , "hot", or "ouch" when</p> |                                                                                                                        |

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|                                                                                                                                                                                                                  | <p>seeing items that an adult has previously indicated are unsafe</p> <p>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</p> <p>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</p> <p>c. Follows simple routines (such as eating, napping, or playing) in a group setting with adult support</p> <p>18M.1 Begins to establish individual routines at school such as meal times, nap times, and play times</p> <p>24M.1 With adult support, begins to shift individual routines to align with group routines such as meal times, nap times and play times</p> |                                                                                                                              |
| <b><u>Developmental Domain 1: Social &amp; Emotional Development</u></b>                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                              |
| <p>5. <a href="#"><u>Attachment Relationships</u></a></p> <p>Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.</p> | <p><b>Domain: Social Emotional Development</b></p> <p><b>C. Developing a Sense of Self with Others</b></p> <p><b>Standard: 2. Develops Relationships with Adults</b></p> <p>a. Shows beginning signs of affection with familiar adults</p> <p>18M.1 Makes vocalizations, smiles, waves, extends arms or physically moves to greet a familiar adult</p> <p>24M.1 With adult modeling, verbal prompting and encouragement, may blow kisses, give hugs, or verbalize the names of familiar adults</p>                                                                                                                                                                                                                                                                              |                                                                                                                              |

| Illinois Early Learning Guidelines                                                                                                                                                | Learning Beyond Paper Online Curriculum<br>Learning and Development Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Please Describe Supporting Practices,<br>Policies, and Procedures (No more than 2 to<br>3 sentences, can include references) |
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| <p>6. <a href="#">Emotional Expression</a><br/>Children demonstrate an awareness of and the ability to identify and express emotions.</p>                                         | <p><b>Domain: Social and Emotional Development</b><br/> <b>Strand: A. Developing a Sense of Self</b><br/> <b>Standard: 2. Engages in self-expression.</b><br/> a. Displays a range of emotions such as happiness, sadness, and fear in response to familiar or unfamiliar environments or objects<br/> 18M.1 With adult modeling, attempts to make facial expressions or vocalizations that show basic emotions such as happiness, sadness, anger or fear<br/> 18M.2 Begins to show a change in emotions when moving between familiar and unfamiliar environments<br/> 18M.3 Begins to show a change in emotions when encountering familiar or unfamiliar objects/materials<br/> 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<br/> 24M.2 Regularly shows a change in emotions when moving between familiar and unfamiliar environments<br/> 24M.3 Regularly shows a change in emotions when encountering familiar or unfamiliar objects/materials</p> |                                                                                                                              |
| <p>7. <a href="#">Relationship with Adults</a><br/>Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.</p> | <p><b>Domain: Social Emotional Development</b><br/> <b>Strand: C. Developing a Sense of Self with Others</b><br/> <b>Standard: 1. Develops Relationship with Adults</b><br/> a. Shows beginning signs of affection with familiar adults</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                              |

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

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

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

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

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

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|                                                                                                                                                       | <p>prompting/assistance</p> <p>18M.3 With physical prompting/assistance, attempts to drink from a cup</p> <p>24M.1 With verbal prompting, seeks assistance with self-care or personal hygiene needs such as washing dirty hands or wiping a dirty face.</p> <p>24M.2 Regularly attempts to use utensils to feed self</p> <p>24M.3 Regularly attempts to drink from a cup</p> <p><b>Standard: 2. Participates in activities related to nutrition</b></p> <p>a. Distinguishes between food and non-food items</p> <p>18M.1 With adult modeling, becomes aware of items that are food and items that are not food</p> <p>24M.1 With verbal prompting/encouragement, keeps non-food items out of mouth</p> <p>b. Shows interest in and tries new foods</p> |                                                                                                                              |
| <b><u>Developmental Domain 3: Language Development, Communication, &amp; Literacy</u></b>                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                              |
| <p>15. <a href="#"><u>Social Communication</u></a></p> <p>Children demonstrate the ability to engage with and maintain communication with others.</p> | <p><b>Domain: Language and Emergent Literacy</b></p> <p><b>Strand: B. Expressive Language</b></p> <p><b>Standard: 2. Uses increasingly complex spoken language</b></p> <p>a. Experiments with spontaneous vocal play</p> <p>18M.1 With adult modeling, uses variations in pitch when speaking or babbling</p> <p>18M.2 With verbal prompting and encouragement, imitates the repeated varied sounds made by an adult</p> <p>24M.1 With verbal prompting and encouragement, uses variations in pitch, tone, or volume, when speaking or babbling</p> <p>b. Uses one word sentences or two word phrases to communicate</p>                                                                                                                               |                                                                                                                              |

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

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

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| <p>17. <a href="#">Expressive Communication</a></p> <p>Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.</p> | <p><b>Strand B. Expressive Language</b><br/> <b>Standard: 1. Uses nonverbal communication for a variety of purposes</b><br/> a. Communicates needs and wants through nonverbal gestures and actions<br/> 18M.1 Begins to communicate needs and wants through vocalizations or gestures<br/> 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)<br/> b. Mimics other's nonverbal gestures and actions to express feelings<br/> 18M.1 With verbal prompting and physical cues, begins to mimic an adult's nonverbal gestures and actions to express anger, sadness, or joy<br/> 24M.1 With verbal prompting and physical cues, begins to notice nonverbal gestures and actions of peers<br/> 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)</p> |                                                                                                                        |
| <p>18. <a href="#">Early Literacy</a></p> <p>Children demonstrate interest in and comprehension of printed materials.</p>                                                   | <p><b>Strand C. Early Reading</b><br/> <b>Standard: 1. Acquires meaning from a variety of materials read aloud</b><br/> a. Touches or identifies pictures when prompted<br/> 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<br/> 18M.2 With verbal prompting and physical cues,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                        |

| 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) |
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|                                                                                                                                                                  | points at named pictures in a book and attempts to say the name for the animals/characters/objects in the book<br>24M.1 With verbal prompting, points at named pictures in a book and makes sounds for the animals/characters/ <b>objects</b> in the book<br>24M.2 With verbal prompting, points at named pictures in a book and says name for the animals/characters/objects in the book                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                        |
| <b><u>Developmental Domain 4: Cognitive Development</u></b>                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                        |
| 19. <a href="#">Concept Development</a><br>Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships. | <b>Cognitive Development-Cognitive Processes</b><br><b>Strand A. Thinking Skills</b><br><b>Standard: 1. Demonstrates awareness of cause and effect</b><br>a. Repeats actions many times to cause desired effects<br>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)<br>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)<br>24M.2 With verbal prompting and encouragement, uses knowledge of cause and effect actions and applies the knowledge to new or novel situations |                                                                                                                        |
| 20. <a href="#">Memory</a>                                                                                                                                       | <b>Cognitive Development-Cognitive Processes</b><br><b>Strand: A. Thinking</b><br><b>Standard: 2. Uses prior knowledge to build new knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                        |

| 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) |
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| <p>Children demonstrate the ability to acquire, store, recall, and apply past experiences.</p>                                           | <p>a. Imitates simple actions, gestures, sounds, and words<br/> 18M.1 Observes adults doing everyday actions (wiping up a spill, closing a door, or feeding a baby)<br/> 18M.2 Attempts to mimic adults' everyday actions<br/> 18M.3 Attempts to mimic adults' familiar gestures, sounds or words<br/> 24M.1 With adult prompting and physical cues, imitates adults' everyday actions (wiping up a spill, closing a door, or feeding a baby)<br/> 24M.2 Utilizes the dramatic play center (play kitchen, baby dolls, high chairs, cribs, brooms, mops, etc.) to mimic adults' everyday actions<br/> 24M.3 With verbal prompting and encouragement, mimics adults' familiar gestures, sounds or words<br/> b. Searches for hidden or missing objects<br/> 18M.1 Searches for hidden or missing objects in the place they were last seen<br/> 18M.2 Searches for missing objects in the place they were last found<br/> 24M.1 With adult prompting and physical cues, searches for hidden objects in places other than where they were last seen<br/> 24M.2 With adult prompting and physical cues, searches for missing objects in places other than where they were last found</p> |                                                                                                                        |
| <p>21. <a href="#">Spatial Relationships</a><br/> Children demonstrate an awareness of how objects and people move and fit in space.</p> | <p><b>Cognitive Development-Mathematics</b><br/> <b>Strand: C. Geometry and Spatial Thinking</b><br/> <b>Standard: 1. Explores, recognizes, and describes spatial relationships between objects</b><br/> a. Recognizes basic shapes and matches two identical shapes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                        |

| 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) |
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|                                    | <p>18M.1 With adult modeling and physical cues, recognizes the basic shape of circle and/or square</p> <p>18M.2 With adult modeling and physical cues, matches a large circle to a large circle or a square block to a square block</p> <p>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</p> <p>b. Attempts to move objects in different directions, such as up, down, around or under with adult prompting and guidance</p> <p>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)</p> <p>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)</p> <p><b>Domain: Physical Development</b></p> <p><b>Strand: Use of Senses</b></p> <p><b>Standard: 1. Demonstrates an awareness of the body in space and child's relationship to objects in space</b></p> <p>a. Acts and moves with intention and purpose with some adult assistance</p> <p>18M.1 Moves from cruising to walking and begins to develop balance when walking</p> <p>24M.1 Shows increased balance as they move to specified locations in the classroom or on the playground</p> <p>b. Uses trial and error to discover how the body fits and moves through space</p> |                                                                                                                        |

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

| Illinois Early Learning Guidelines | Learning Beyond Paper Online Curriculum<br>Learning and Development Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Please Describe Supporting Practices,<br>Policies, and Procedures (No more than 2 to<br>3 sentences, can include references) |
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|                                    | <p>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</p> <p>18M.2 With adult modeling and verbal prompting, notices specific dance movements associated with different genres of dance</p> <p>24M.1 With verbal prompting and encouragement, shifts body movements to match the different beats and rhythms of different genres of music</p> <p>24M.2 With adult modeling and verbal prompting, attempts to perform specific dance movements associated with different genres of dance</p> <p><b>Strand B. B. Visual Arts</b></p> <p><b>Standard: 1. Creates, observes, and analyzes visual art forms to develop artistic expression</b></p> <p>a. Expresses self creatively with simple art materials</p> <p>18M.1 With adult modeling and physical cues, uses simple art materials like finger paint, clay, textured paper, etc.</p> <p>24M.1 With verbal prompting and encouragement, uses a variety of simple art materials</p> <p>24M.2 With verbal prompting and encouragement, explores different art media</p> <p>b. Communicates what they like about a picture or work of art</p> <p>18M.1 With adult modeling and verbal prompting, mimics an adult's facial expressions, gestures, and verbal phrases expressing likes about pictures or works of art</p> <p>24M.1 With verbal prompting and encouragement, uses words and gestures to communicate likes about pictures or works of art</p> |                                                                                                                              |

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

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|                                    | <p>a. Listens to rhymes, fingerplays, and stories with props</p> <p>18M.1 Attends to an adult for short periods of time while the adult utilizes props during fingerplays and stories</p> <p>18M.2 Attends to an adult while they sing/say familiar rhymes</p> <p>24M.1 With verbal prompting and encouragement, listens to fingerplays and stories while an adult utilizes props for engagement</p> <p>24M.2 With verbal prompting and encouragement, actively listens to an adult while they sing/say familiar rhymes</p> <p>b. Pretends to take on the characteristics of an animal or pretends to be a favorite book character, with adult support</p> <p>18M.1 With adult modeling and physical cues, pretends to be an animal by making sounds or movements like the animal or utilizing costumes to dress like the animal</p> <p>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</p> <p>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 animal</p> <p>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</p> |                                                                                                                              |

| 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) |
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| <p>24. <a href="#">Logic &amp; Reasoning</a></p> <p>Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.</p> | <p><b>Cognitive Development-Cognitive Processes</b><br/> <b>Strand: A. Thinking Skills</b><br/> <b>Standard: 1. Demonstrates awareness of cause and effect</b><br/> a. Repeats actions many times to cause desired effects<br/> 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)<br/> 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)<br/> 24M.2 With verbal prompting and encouragement, uses knowledge of cause and effect actions and applies the knowledge to new or novel situations<br/> <b>Standard: 2. Uses prior knowledge to build new knowledge</b><br/> a. Imitates simple actions, gestures, sounds, and words<br/> 18M.1 Observes adults doing everyday actions (wiping up a spill, closing a door, or feeding a baby)<br/> 18M.2 Attempts to mimic adults' everyday actions<br/> 18M.3 Attempts to mimic adults' familiar gestures, sounds or words<br/> 24M.1 With adult prompting and physical cues, imitates adults' everyday actions (wiping up a spill, closing a door, or feeding a baby)<br/> 24M.2 Utilizes the dramatic play center (play kitchen, baby dolls, high chairs, cribs, brooms,</p> |                                                                                                                        |

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

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|                                    | <p>a. Counts groups of one and two objects with adult support<br/> 18M.1 With adult modeling, mimics adult and counts one or two objects in daily routine (one light, two doors, one chair, two books, etc)<br/> 24M.1 With verbal prompting, counts one or two objects in daily routine (one light, two doors, one chair, two books, etc)</p> <p>b. Applies number and counting to daily routine with adult support<br/> 18M.1 With adult modeling, mimics adult and counts one or two objects in daily routine (one cup, two cookies, one spoon, two strawberries)<br/> 18M.1 With adult modeling, mimics adult and counts one or two objects in daily routine (one cup, two cookies, one spoon, two strawberries)</p> <p><b>Strand: B. Measurement and Comparison</b><br/> <b>Standard: 1. Explores and communicates about distance, weight, length, height, and time</b></p> <p>a. Explores and identifies objects that are big or small, heavy or light, and tall or short, with adult support<br/> 18M.1 With adult modeling and physical cues, points to the object that is big/small, heavy/light, tall/short when given a group of two objects<br/> 24M.1 With verbal prompting and encouragement, points to the object that is big/small, heavy/light, tall/short when given a group of two objects</p> <p>b. Uses size words appropriately<br/> 18M.1 With adult modeling, mimics an adult as they use size words for everyday objects like a big ball or a small car</p> |                                                                                                                        |

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

| 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)                        |
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| <p>26. <a href="#">Science Concepts &amp; Exploration</a><br/>Children demonstrate a basic awareness of and use scientific concepts.</p> | <p>Domain: Cognitive Development-Science<br/>Strand: <b>A. Scientific Skills and Methods</b><br/><b>Standard:</b><br/><b>1.Demonstrates scientific inquiry skills and communicates scientific ideas clearly</b><br/>a. Uses simple tools to explore and investigate the learning environment (indoors and outdoors)<br/>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<br/>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<br/><b>Strand: B. Earth and Space</b><br/><b>Standard: 1. Demonstrates knowledge related to the dynamic properties of the earth and sky</b><br/>a. Engages in structured play using water<br/>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<br/>24M.1 With verbal prompting and encouragement, engages in water play and empties or fills different containers<br/>24M.2 With verbal prompting and encouragement, engages in water play and uses a funnel<br/>c. Identifies the objects in the sky and uses basic vocabulary to describe day and night<br/>18M.1 With adult modeling, begins to identify daytime and nighttime</p> | <p>LBP Infant/Toddler Guide includes information for teachers to provide background for STEAM</p> <p>STEAM activities are provided daily.</p> |

| 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) |
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|                                    | <p>24M.1 With verbal prompting and physical cues, begins to identify the sun and associate the sun with the daytime</p> <p>24M.2 With verbal prompting and physical cues, begins to identify the moon or stars and associate them with nighttime</p> <p>d. Uses emerging vocabulary to describe basic weather</p> <p>18M.1 With adult modeling, begin to repeat words that describe weather such as hot, cold, rain, sun, snow, etc.</p> <p>24M.1 With frequent verbal prompting, begins to use words that describe weather such as hot, cold, rain, sun, snow, etc.</p> <p><b>Strand: C. Living Things</b></p> <p><b>Standard: 1. Demonstrates knowledge related to living things and their environment</b></p> <p>a. Interacts with plants and animals</p> <p>18M.1 With adult modeling and physical cues, interacts with plants or animals by looking, smelling, listening, touching or tasting when appropriate</p> <p>24M.1 With verbal prompting and encouragement, interacts with plants or animals by looking, smelling, listening, touching or tasting when appropriate</p> <p><b>Strand: D. Physical Science</b></p> <p><b>Standard: 1. Demonstrates knowledge related to physical science</b></p> <p>a. Plays with and explores different toys and objects</p> <p>18M.1 With adult modeling and verbal prompting, explores new toys in the learning environment</p> |                                                                                                                        |

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

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

| Illinois Early Learning Guidelines                                                                                                  | Learning Beyond Paper Online Curriculum<br>Learning and Development Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Please Describe Supporting Practices,<br>Policies, and Procedures (No more than 2 to<br>3 sentences, can include references) |
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|                                                                                                                                     | 18M.1 Notices dangers when an adult explicitly points them out (The stove is hot, The scissors are sharp)<br>18M.2 Begins to follow guidelines set out by adults (We hold hands in the parking lot, We walk inside the classroom.)<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                              |
| <b><u>Approaches to Learning</u></b>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                              |
| 28. <a href="#"><u>Curiosity &amp; Initiative</u></a><br>Children demonstrate interest and eagerness in learning about their world. | <b>Strand: A. Initiative and Exploration</b><br><b>Standard: 2. Demonstrates interest and curiosity</b><br>a. Shows interest in what others are doing<br>18M.1 With adult modeling, notices the actions of people surrounding them<br>18M.2 With adult modeling, notices objects surrounding them<br>18M.3 With adult modeling, notices different places<br>24M.1 With verbal prompting/encouragement, points to preferred people, objects or places<br>24M.2 With verbal prompting/encouragement, begins to imitate the actions of the people surrounding them<br>b. Begins to show curiosity/interest in new objects, experiences, and people<br>18M.1 With adult modeling, listens to new songs or examines new toys or materials<br>24M.1 With verbal prompting/encouragement, listens to new songs<br>24M.2 With verbal prompting/encouragement, examines new toys or materials |                                                                                                                              |

| Illinois Early Learning Guidelines                                                                                                                                                        | Learning Beyond Paper Online Curriculum<br>Learning and Development Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Please Describe Supporting Practices,<br>Policies, and Procedures (No more than 2 to<br>3 sentences, can include references) |
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|                                                                                                                                                                                           | 24M.3 With verbal prompting/encouragement,<br>meets new people<br>24M.4 With verbal prompting/encouragement,<br>participates in new or novel experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                              |
| 29. <a href="#">Problem Solving</a><br>Children attempt a variety of strategies<br>to accomplish tasks, overcome<br>obstacles, and find solutions to tasks,<br>questions, and challenges. | <b>Cognitive Development-Cognitive Processes</b><br><b>Strand: B. Problem Solving</b><br><b>Standard: 1. Demonstrates Problem Solving Skills</b><br>a. Solves a simple problem successfully with adult support<br>18M.1 With adult modeling and physical cues,<br>tries multiple solutions to a problem<br>18M.2 May repeat the same solution to a problem<br>even if the solution doesn't solve the problem<br>24M.1 With verbal prompting and encouragement,<br>tries multiple solutions to a problem<br>24M.2 With verbal prompting and encouragement,<br>persists with finding solutions until discovering a<br>solution or strategy that works     |                                                                                                                              |
| 30. <a href="#">Confidence &amp; Risk-Taking</a><br>Children demonstrate a willingness to<br>participate in new experiences and<br>confidently engage in risk taking.                     | <b>Strand: A. Initiation and Exploration</b><br><b>Standard: 1. Demonstrates initiative and self-direction</b><br>a. Demonstrates a desire to complete more complex tasks by self<br>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.<br>b. Selects book or toy from several options<br>18M.1 Tries a variety of approaches to getting the desired book or toy by moving towards the object<br>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) |
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|                                                                                                                                                                                                                                   | 24M.1 Intentionally selects a book or toy and brings the selected item to an adult                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                        |
| <p>31. <a href="#"><u>Persistence, Effort, &amp; Attentiveness</u></a><br/>Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.</p>                               | <p><b>Strand: A. Attentiveness and Persistence</b><br/> <b>Standard: 1. Demonstrates self-control</b><br/> a. Engages and persists with an activity, toy, or object<br/> 18M.1 With frequent/continued encouragement, engages with an activity, toy or object for increased periods of time<br/> 18M.2 Spends extended time enjoying familiar/favorite games like peek-a-boo or find the toy with an adult<br/> 24M.1 With minimal verbal prompting, engages with a new activity, toy or object for sustained periods of time<br/> b. Demonstrates focus on a specific task or activity<br/> 18M.1 With frequent/continued encouragement, remains focused on a task or activity<br/> 24M.1 With minimal verbal prompting, remains focused on an activity or task for an increased period of time</p> |                                                                                                                        |
| <p>32. <a href="#"><u>Creativity, Inventiveness, &amp; Imagination</u></a><br/>Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.</p> | <p><b>Strand: C. Play</b><br/> <b>Standard: 1. Engages in a progression of individualized and imaginative play</b><br/> a. Uses objects for a real or imagined purpose<br/> 18M.1 With adult modeling, uses everyday objects in imaginative play such as pots and pans, spoons, cups, boxes<br/> 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</p>                                                                                                                                                                                                                                                                                                                                 |                                                                                                                        |