

**Appendix A Illinois Early Learning and Development Standards  
Template for Crosswalk with Proposed Curriculum**

*(Use Goals and Standards reference chart from IL ELDS found at end of Appendix)*

<b>LANGUAGE ARTS (demonstrate alignment with all 5 goals in this area)</b>	
<b>Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum</b>	<b>Please describe Supporting Practices, Policies, and Procedures (2 to 3 sentences, can include references)</b>
<p><b>Goal 1</b></p> <ul style="list-style-type: none"> <li>● Understands by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.</li> <li>● Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)</li> <li>● Demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem solving)</li> <li>● Participates in group discussion using conventions of Standard English when speaking</li> <li>● Describes familiar people, places, things and events, and with prompting and support, provides additional detail</li> <li>● Follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content</li> <li>● Matches language to social and academic context (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom)</li> <li>● Demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation)</li> </ul>	<p><b>Goal 1</b></p> <p>Children are encouraged to ask questions during formal lessons and at any time throughout the day.</p> <p>The <i>Interaction &amp; Observation</i> suggestion included in each daily learning center assists the teacher in helping the children improve their communication skills and develops the children’s understanding that their ideas may differ from their classmates. This expands their knowledge and teaches them to exchange ideas and respect the viewpoints of others.</p> <p><b>Teacher Guide</b> p. 203 Construction Center  <b>Teacher Guide</b> p. 13 Circle Time  <b>Teacher Guide</b> p. 362 Morning Meeting - Class Farm Book  <b>Teacher Guide</b> p. 135 Story Time</p>

**Goal 2**

- Enjoys reading and reading related activities
- Retells stories using key ideas and details
- Provides appropriate information for the setting
- Interacts appropriately with books and other materials in a print-rich environment
- Asks to be read to or asks the meaning of written text
- Makes personal connections to text

**Goal 3**

- Recalls important facts of informational texts
- Distinguishes between fiction and nonfiction
- Asks and answers appropriate questions about the text
- Makes connections using illustrations/photos, prior knowledge, and real-life experiences
- Identifies basic similarities in and differences between two texts on the same topic

**Goal 4**

- Connects oral language and print
- Shows where reading begins on a page
- Demonstrates directionality in print
- Distinguishes relationship between print and illustrations

**Goal 2**

Starfall has produced many fiction and nonfiction stories, and has rewritten many traditional fairy tales and fables for the pre-k program. Children further explore the literature independently by reading books with accompanying CDs or by viewing and interacting with stories read aloud in The Talking Library on *Starfall.com*.

The inclusion of classic stories and additional quality literature as often as possible is strongly encouraged.

**Teacher Guide p. 150** - Library Center

**Teacher Guide p. 67** - Story Time

**Teacher Guide pp. 107 - 108** Story Time

**Goal 3**

Group lessons and imaginative, playful learning take place throughout the school year with Starfall's literature and informational texts. Children are guided to understanding these texts on various levels through prediction, discussion, retelling and role-play.

Starfall books include colorful photographs and illustrations that ignite inspiration from real-life role models, spark curiosity through scientific discovery, and guide introspection with morals from fables and fairy tales.

**Teacher Guide p. 406** - Story Time

**Teacher Guide p. 355** - Morning Meeting-The Story of Milk

**Teacher Guide p. 155** - Story Time

**Goal 4**

The sequence of letter introduction is determined by the most frequently encountered letters and sounds, placing similar letter sounds apart from each other, and giving the children

- Identifies front cover, title, and first, middle, and end pages of a book
- Understands that letters form words
- Recites alphabet in sequence
- Focuses on letter names and shapes
- Recognizes most letters when named
- Recognizes/names some letter sounds
- Matches some letters to their sounds
- Distinguishes individual words within spoken phrases or sentences
- Identifies spoken words as same or different
- Combines words to make a compound word
- Counts syllables
- Deletes a syllable from a word
- Combines onset and rime to form a familiar one-syllable word with and without pictorial support
- Identifies rhyming words
- Listens for beginning sound
- Isolates ending sound
- Blends three phonemes

**Goal 5**

- Demonstrates understanding of connections of their own ideas, experiences, and written expression
- Uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)
- Uses letter-like shapes to write words or parts of words
- Writes own name
- Writes some letters on requests
- When writing or dictating, uses appropriate writing conventions (e.g., starts a letter with “Dear”; writes a story with a beginning, middle, and end)
- Contributes to a shared writing experience or topic of interest

the opportunity to blend early sounds together to form words.

Previously introduced letters/sounds are reviewed and reinforced with the introduction of each new letter/sound.

**Teacher Guide p. 339** - Circle Time - Alphabet Bingo

**Teacher Guide p. 372** - Circle Time

**Teacher Guide p. 444** - Circle Time

**Goal 5**

Learning Centers integrate literacy learning by featuring reading and writing, therefore paper and pencils are found in the Construction Center for children to use for a purpose, such as to create signs and in the Dramatic Play Center to write grocery lists, etc.

Writing is frequently modeled by the teacher, and the children often participate in shared writings about experiences and for a variety of purposes.

**Teacher Guide p. 68** - Small group & Exploration

**Teacher Guide p. 325** - Writing Center

**Teacher Guide p. 416** - Writing Center

**MATHEMATICS (demonstrate alignment with all 5 goals in this area)**

<b>Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum</b>	<b>Please describe Supporting Practices, Policies, and Procedures (2 to 3 sentences, can include references)</b>
<p><b>Goal 6</b></p> <ul style="list-style-type: none"><li>● Verbally counts in sequence</li><li>● Counts sets of objects</li><li>● Constructs sets of objects</li><li>● Uses one-to-one correspondence to determine “how many”</li><li>● Compares and orders groups of objects (more, fewer, less and/or same)</li><li>● Understands that numbers always represent the same quantity</li><li>● Use ordinal numbers from first through fifth</li><li>● Recognizes numerals</li><li>● Uses numbers to predict, estimate, and make realistic guesses</li><li>● Combines and separates new objects to create new sets</li><li>● Recognizes numbers in the environment</li><li>● Uses different ways to represent numbers</li></ul> <p><b>Goal 7</b></p> <ul style="list-style-type: none"><li>● Becomes familiar with standard and nonstandard measuring tools and their uses</li><li>● Measures or compares the length of one or more objects using a nonstandard reference</li><li>● Begins to make estimates of measurements</li><li>● Measures or compares the weight of one or more objects using a nonstandard reference</li></ul>	<p><b>Goal 6</b></p> <p>The Starfall Pre-K Curriculum integrates and emphasizes math skills and concepts. Direct instruction, center exploration, games, activities, and daily routines provide a purposeful approach to applied math the children encounter in everyday life.</p> <p><b>Teacher Guide p. 287</b> Small Group &amp; Exploration <b>Teacher Guide p. 208</b> Small Group &amp; Exploration <b>Teacher Guide pp. 161-162</b> Morning Meeting-”Cobbler, Cobbler,Mend My Shoe” <b>Teacher Guide p. 88</b> Small Group &amp; Exploration</p> <p><b>Goal 7</b></p> <p>Measurement skills are taught in context with the students building creations, then comparing the heights and lengths, using nonstandard references to determine which is the tallest or shortest. They learn to make realistic guesses to improve their estimation skills, and they practice these skills in situations in which they predict, then measure and compare their estimations to actual data.</p> <p><b>Teacher Guide p. 309</b> Small Group &amp; Exploration-Measure Rockets <b>Teacher Guide p. 377</b> Morning Meeting Estimate Frog Hops <b>Teacher Guide p. 520</b> - Small Group &amp; Exploration</p>

**Goal 8**

- Recognizes patterns and non-patterns
- Duplicates identical patterns with at least two elements
- Uses rules to create and extend repeating patterns
- Sorts objects into categories
- Describes objects according to characteristics or attributes
- Orders objects in increasing order of size

**Goal 9**

- Recognizes basic two-dimensional geometric shapes
- Categorizes (sorts) examples of two-dimensional shapes
- Understands that two-dimensional shapes are equivalent in different orientations
- Identifies the number of sides of two-dimensional shapes
- Identifies three-dimensional shapes
- Categorizes (sorts) examples of three-dimensional shapes
- Constructs examples of simple symmetry and non-symmetry using concrete objects
- Shows understanding of position words
- Describes relative position from different perspectives (e.g., "I am on top of a hill. You are below me.")
- Understand and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)
- Uses direction to move through space (e.g., Simon Says...)

**Goal 8**

The Starfall Pre-K Curriculum teaches children to examine the relationships between objects and to describe their attributes. They also notice patterns in the world around them, such as weather patterns and letter patterns, and they sort and arrange objects and shapes to create and extend patterns.

**Teacher Guide p. 265** - Small Group & Exploration

**Teacher Guide** - Seasonal Holidays p. 19 Bean and Corn Patterns

**Teacher Guide p. 87** - Circle Time - Shape Patterns

**Goal 9**

The program builds a strong foundation for mathematical thinking through center exploration, activities, and games. The children are introduced to two- and three-dimensional shapes and asked to describe differences between such objects as a picture of an ice cream cone and a three-dimensional cone.

**Teacher Guide p. 87** Circle Time - Shape Patterns

**Teacher Guide p. 495** - Small Group & Exploration

**Teacher Guide p. 558** - Math Center

<p><b>Goal 10</b></p> <ul style="list-style-type: none"> <li>● Collects and sorts materials to be graphed</li> <li>● Uses graphs and charts to answer questions</li> <li>● Predicts the results of data collection</li> <li>● Explores the use and meaning of currency and coins</li> <li>● Sequences familiar events in time</li> </ul>	<p><b>Goal 10</b></p> <p>The Starfall Pre-K Curriculum provides children with the opportunity to create a variety of graphs and charts on which they gather data regarding such topics as the weather, their favorite spices, and make predictions and estimates. They then learn to analyze the data collected and interpret the results.</p> <p><b>Teacher Guide p. 377</b> - Morning Meeting-Estimate Frog Hops  <b>Teacher Guide pp. 36-37</b> - Morning Meeting-Analyze the Spice Graph  <b>Teacher Guide p. 181</b> - Gathering</p>
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<b>SCIENCE (demonstrate alignment with all 3 goals in this area)</b>	
<b>Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum</b>	<b>Please describe Supporting Practices, Policies, and Procedures (2 to 3 sentences, can include references)</b>
<p><b>Goal 11</b></p> <ul style="list-style-type: none"> <li>● Shows curiosity by asking questions and seeking information</li> <li>● Collects, describes, and records information</li> <li>● Makes and verifies predictions</li> <li>● Compares, contrasts, and classifies objects and data</li> <li>● Participates in scientific investigations</li> <li>● Explores simple machines</li> <li>● Uses senses to explore</li> </ul> <p><b>Goal 12</b></p> <ul style="list-style-type: none"> <li>● Notices changes in living things over time</li> <li>● Recognizes that living things have similar needs for water, food, and air</li> <li>● Describes characteristics in the appearance and behavior of animals</li> <li>● Explores the characteristics of sun, moon, stars, and/or clouds</li> </ul>	<p><b>Goal 11</b></p> <p>The Starfall Pre-K Curriculum uses both small and large group settings to provide multiple opportunities for children to participate in scientific investigations. They demonstrate curiosity through investigation and experimentation, observing and examining objects, making and verifying predictions, as well as participating in collecting, describing and recording information.</p> <p><b>Teacher Guide p. 446</b> - Small Group &amp; Exploration  <b>Teacher Guide p. 204</b> - Discovery Center  <b>Teacher Guide p. 543</b> Morning Meeting-Carrot Experiment</p> <p><b>Goal 12</b></p> <p>In Starfall science lessons, the children explore growth and change of living things, recognize their similar needs for water, food and air. The lessons provide opportunities to compare, contrast, and classify objects and data.</p> <p>Using their senses, the children explore properties of objects and their environment. They participate in ongoing observations of</p>

- Observes and describes weather and how it changes
- Investigates states of matter (solids and liquids)

changes in weather and seasons, making and verifying predictions, and use charts and graphs to display and interpret data. The Starfall curriculum explores concepts related to the earth such as characteristics of the sun, moon, stars and clouds. Activities and lessons also incorporate environmental issues such as recycling and the importance of taking care of our planet and its resources.

**Teacher Guide p. 515** - Morning Meeting-Things We Do

**Teacher Guide p. 521** - Morning Meeting-Characteristics of Living Things

**Teacher Guide p. 304** - Morning Meeting - The Solar System

**Teacher Guide- Seasonal Holidays** pp.46-47 Earth Day

### Goal 13

- Uses tools and equipment to explore objects
- Participates in scientific investigations
- Observes and describes various ways that objects move

### Goal 13

The children explore the concepts of force and motion through use of simple tools, investigation, observation and examination. There are multiple opportunities to make and verify predictions, and to collect, describe, and record information.

**Teacher Guide pp. 475-476** Small Group & Exploration/Morning Meeting:Estimate Rolling Speed

**Teacher Guide p. 467** - Morning Meeting-Build a House

**Teacher Guide p. 473** - Morning Meeting - Big Machines

**SOCIAL STUDIES (demonstrate alignment with all 5 goals in this area)**

**Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum**

**Please describe Supporting Practices, Policies, and Procedures (2 to 3 sentences, can include references)**

**Goal 14**

- Recognizes his or her role as a member of a group
- Investigates ways that people form a community
- Helps establish rules and routine
- Works with others to solve problems
- Demonstrate knowledge about community workers and their roles
- Demonstrates knowledge of international cultural differences
- Demonstrates knowledge of traditions in the United States

**Goal 14**

In the Starfall curriculum, the children learn to recognize their memberships in families, neighborhoods, school, teams, and a variety of other groups. They understand that groups have leaders, and that each person in a group has unique talents and therefore contributes to the choices and decisions the group makes. They also recognize rules, and their purpose in allowing groups to work effectively.

**Teacher Guide p. 11** Small Group & Exploration

**Teacher Guide p. 153** Morning Meeting-Firefighters

**Teacher Guide p. 54** Circle Time

**Teacher Guide Seasonal Holidays** pp. 18, 26, 33, 42, and 49

**Goal 15**

- Demonstrates knowledge about community workers and their roles
- Demonstrates an understanding of the earth and its limited resources
- Explores the meaning of currency and coins
- Demonstrates awareness of the uses of money
- Explore concepts of trade

**Goal 15**

Starfall explores economic systems and interdependence through exposure to literature, dramatic play, and studies of other countries and cultures.

The children develop an understanding that people work for incomes, give examples to distinguish spending from saving, recognize coins as money and understand that money is used as a medium of exchange for both wants and needs.

**Teacher Guide p. 535** Dramatic Play Center

**Teacher Guide p. 153** Morning Meeting-Firefighters

**Teacher Guide p. 203** Dramatic Play Center

**Teacher Guide p. 132** Small Group & Exploration

**Teacher Guide p. 528** Morning Meeting-Learn About Pennies and Nickels

**Teacher Guide Seasonal Holidays p. 35** Inventor: George Washington Carver

**Teacher Guide Seasonal Holidays p. 51** Products from Mexico



**Goal 16**

- Recognizes own first name
- Recognizes own first and last name
- Names family members and relationships
- Demonstrate understanding of social history in the world
- Demonstrate understanding of the impact we have on our environment

**Goal 17**

- Describes characteristics of where he or she lives and visits
- Understands maps are representations of actual places

**Goal 16**

Starfall celebrates children, and provides opportunities for them to recognize their uniqueness and individuality throughout the curriculum through group discussions and creative arts. Lessons include focus on self, family, and community. The children demonstrate an understanding of world social and environmental history through cultural studies in our *Seasonal Holiday* supplement, as well as literature woven throughout the program.

**Teacher Guide p. 12** Gathering

**Teacher Guide p. 515** Morning Meeting- Things We can Do

**Teacher Guide p. 56** Small Group & Exploration

**Teacher Guide p.p. 129 - 130** Morning Meeting - Introduce Neighbors and Community

**Teacher Guide Seasonal Holidays p. 49** Cinco de Mayo

**Teacher Guide p. 54** Circle Time: Class Rules

**Teacher Guide Seasonal Holidays pp. 46-47** Earth Day

**Goal 17**

Through literature, hands on experiences and exploration, the children develop spatial understanding, perspectives, and personal connections to their environment.

They are able to identify common places, describe their surroundings, use pictures to locate familiar places, and use non-linguistic representations to show understanding of geographic terms.

**Teacher Guide p. 116** Morning Meeting - "The Farmer in the Dell"

**Teacher Guide p. 129** Morning Meeting-Introduce Neighbors and Community

**Teacher Guide p. 133** Morning Meeting- Where We Live

**Teacher Guide p. 80** Story Time

<p><b>Goal 18</b></p> <ul style="list-style-type: none"> <li>● Begins to categorize time intervals</li> <li>● Names family members and relationships</li> </ul>	<p><b>Teacher Guide p. 255</b> Dramatic Play Center  <b>Teacher Guide pp. 279-280</b> Morning Meeting: Day and Night</p> <p><b>Goal 18</b>  Through creative arts, literature and teacher-guided activities, the children explore and learn to recognize and appreciate similarities and differences in others. They recognize their roles as members of a group and begin to categorize time intervals connecting events from the past to the present.</p> <p><b>Teacher Guide p. 105</b> Morning Meeting-Introduce Grandmother  <b>Teacher Guide p. 111</b> Small Group &amp; Exploration  <b>Teacher Guide p. 119</b> Morning Meeting-Sharing Family Pictures  <b>Teacher Guide p. 105</b> Gathering (Calendar Routine)</p>
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<b>PHYSICAL DEVELOPMENT AND HEALTH (demonstrate alignment with all 6 goals in this area)</b>	
<b>Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum</b>	<b>Please describe Supporting Practices, Policies, and Procedures (2 to 3 sentences, can include references)</b>
<p><b>Goal 19</b></p> <ul style="list-style-type: none"> <li>● Demonstrates control, strength, and dexterity to manipulate objects</li> <li>● Uses writing and drawing tools</li> <li>● Coordinates hand and eye movements</li> <li>● Combines a sequence of large motor skills</li> <li>● Moves with balance and control</li> <li>● Demonstrates knowledge and safety during activities (e.g., playground and classroom rules and expectations)</li> <li>● Distinguishes left from right</li> <li>● Moves with balance and control</li> </ul>	<p><b>Goal 19</b>  Engaging in health-enhancing physical activity is a daily occurrence in Starfall’s Morning Meeting sessions and throughout the day. The curriculum combines a sequence of large motor skills covering both balance and self control, and focuses on fine motor skills through the use of writing and drawing tools, building and exploring. Starfall identifies basic safety rules and the children actively take part in basic health and safety routines.</p> <p><b>Teacher Guide p. 73</b> Outside Activity  <b>Teacher Guide p. 17</b> Small Group &amp; Exploration  <b>Teacher Guide p. 229</b> Morning Meeting-Safety</p>

**Goal 20**

- Demonstrates awareness of maintaining health and fitness
- Demonstrates awareness of setting personal fitness goals

**Goal 21**

- Demonstrates individual responsibility during physical activities in the classroom and on the playground
- Engages in cooperative play with other children during large and small group physical activities

**Goal 22**

- Demonstrates awareness of good nutritional practices
- Discusses appropriate health and safety procedures
- Recognizes the danger of fire

**Goal 20**

The children develop habits for lifelong fitness through discussions of good nutritional practices and appropriate health issues. They make connections with information presented, and are able to self-assess and set personal goals.

**Teacher Guide p. 215** Morning Meeting-Let's Stay Healthy: Sleep and Water

**Teacher Guide p. 217** Story Time: Healthy Habits

**Teacher Guide pp. 205-206** Morning Meeting- Let's Stay Healthy

**Teacher Guide p. 209** Morning Meeting: Categorizing Healthy and Unhealthy

**Goal 21**

The Starfall schedule incorporates group activities throughout the day in which all children participate. Group physical activities provide opportunities for the children to increase their confidence in their own abilities as well as work well with others to solve problems.

**Teacher Guide Seasonal Holidays p. 12** Apple Relay

**Teacher Guide p. 387** Outside Activity

**Goal 22**

Appropriate health and safety procedures, good nutritional practices, and dangers are integrated through group discussions, learning centers, and a variety of activities throughout the curriculum. Let's Stay Healthy, My Five Senses, and Safety Posters 1 and 2 are included in the list of materials for the Starfall Pre-K Curriculum and are frequently used as visual learning tools.

**Teacher Guide p. 233** Morning Meeting: Safety

**Goal 23**

- Demonstrate awareness of practices that promote healthy growth and development
- Demonstrates understanding of how the body systems work together

**Goal 24**

- Recognizes and identifies feelings
- Works with others to solve problems
- Demonstrate essential skills needed to avoid dangerous situations
- Understands and begins to apply healthy communication and decision making skills and practices

**Teacher Guide p. 212** Morning Meeting-Let's Stay Healthy: Germs  
**Teacher Guide p. 209** Morning Meeting: Categorizing Healthy and Unhealthy

**Goal 23**

Starfall identifies basic safety rules, awareness of good nutritional practices, and discusses appropriate health issues. Research shows that children are getting less and less exercise. It also shows that engaging both sides of the brain during movement helps children to better focus and engage in activities. The "Warm Up Your Brain" activities were carefully chosen to assist children in accessing both sides of their brains, creating brain patterns, and developing core strength, which improve large and small motor skills and provide opportunities for movement.

**Teacher Guide - Daily Warm Up Your Brain**  
**Teacher Guide p. 212 - 213** Morning Meeting-Let's Stay Healthy: Germs  
**Teacher Guide p. 211** Small Group and Exploration  
**Teacher Guide p. 215** Morning Meeting: Let's Stay Healthy: Sleep and Water

**Goal 24**

Learning centers provide the children with the opportunity to explore at their own developmental levels, to solve problems in their own way, to share with friends and to create. As the children change activities, they meet different groups of children and learn to work and socialize with others. They meet problems and learn to solve them, helping them to grow in confidence and self-respect.

**Teacher Guide p. 239** Story Time  
**Teacher Guide p. 209** Morning Meeting: Categorizing Healthy and Unhealthy  
**Teacher Guide p. 237** Morning Meeting: Safety

	<p><b>Teacher Guide p. 241</b> Morning Meeting: Safety  <b>Teacher Guide</b> - Learning Centers</p>
<p><b>The ARTS (demonstrate alignment with all 3 goals in this area)</b></p>	
<p><b>Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum</b></p>	<p><b>Please describe Supporting Practices, Policies, and Procedures (2 to 3 sentences, can include references)</b></p>
<p><b>Goal 25</b></p> <ul style="list-style-type: none"> <li>● Participates in teacher guided dramatic activities, exploring dramatic play and theater</li> <li>● Uses oral language to describe or explain art</li> <li>● Creates original work</li> <li>● Expresses self through movement</li> <li>● Represents fantasy and real-life experiences through pretend play</li> <li>● Shows care and persistence in a variety of art projects</li> <li>● Investigates and demonstrates appreciation of the arts through technology</li> </ul> <p><b>Goal 26</b></p> <ul style="list-style-type: none"> <li>● Expresses self through movement</li> <li>● Creates original artwork</li> <li>● Explores visual materials and activities</li> <li>● Participates in creating dramatic plays and theater to communicate ideas</li> </ul>	<p><b>Goal 25</b></p> <p>Starfall exposes children to creative arts including music, dance, drama and theatre. Children develop an awareness of different types of art, and begin to appreciate and enjoy participating in the arts, by creating original artwork, participating in teacher-guided dramatic activities, and exploring the arts during learning centers.</p> <p><b>Starfall.com:</b> It's Fun to Read: Music  <b>Starfall.com:</b> It's Fun to Read: Art Gallery  <b>Teacher Guide Seasonal Holidays p. 34</b> African Music  <b>Teacher Guide p. 178</b> Art Center</p> <p><b>Goal 26</b></p> <p>Music, drama, and dance are integral parts of the Starfall Pre-K Curriculum. Lessons allow children to express themselves and communicate ideas through movement, art activities in Learning Centers, and class art projects. Children demonstrate an understanding of the different processes and materials used to express ideas and meaning through the arts.</p> <p><b>Teacher Guide</b> Seasonal Holidays - p. 7 Leaf Dancing  <b>Starfall.com:</b> It's Fun to Read: Music  <b>Teacher Guide pp. 80-81</b> Story Time  <b>Teacher Guide pp. 390-391</b> Art Center/Dramatic Play Center  <b>Teacher Guide p. 13</b> Circle Time</p>

<p><b>Goal 27</b></p> <ul style="list-style-type: none"> <li>● Demonstrates understanding of the manner in which the arts contribute to everyday life in society in the past and present</li> </ul>	<p><b>Goal 27</b></p> <p>Through participation in cultural music, dance, and drama, as well as exposure to classical music and famous artists on Starfall.com, children develop an understanding of, and recognize the role of the arts in our society, both past and present.</p> <p><b>Teacher Guide Seasonal Holidays p. 27</b> Dragon Dance</p> <p><b>Teacher Guide Seasonal Holidays p. 34</b> African Music</p> <p><b>Teacher Guide Seasonal Holidays p. 51</b> Mexican Hat Dance</p> <p><b>Starfall.com:</b> It's Fun to Read: Music <b>Starfall.com:</b> It's Fun to Read: Art Gallery</p>
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<p><b>ENGLISH LANGUAGE LEARNER HOME LANGUAGE DEVELOPMENT (demonstrate alignment with the 2 goals in this area)</b></p>	
<p><b>Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum</b></p>	<p><b>Please describe Supporting Practices, Policies, and Procedures (2 to 3 sentences, can include references)</b></p>
<p><b>Goal 28</b></p> <ul style="list-style-type: none"> <li>● The curriculum was designed to address English Language Learners by incorporating rich language development.</li> <li>● Starfall.com may be used at home to reinforce phonics and phonemic awareness skills.</li> </ul> <p><b>Goal 29</b></p> <ul style="list-style-type: none"> <li>● Addresses English language learners and children with special needs by incorporating rich language development, and all modalities of learning.</li> </ul>	<p><b>Goal 28</b></p> <p>English Language Learners may use their home language as they are acquiring English. They are encouraged to share their knowledge of their home languages with their classmates.</p> <p><b>Teacher Guide Seasonal Holidays p. 50</b> Hablemos Espanol</p> <p><b>Teacher Guide Seasonal Holidays p. 50</b> Counting in Spanish</p> <p><b>Goal 29</b></p> <p>Blue "Observe and Modify" tabs can be found throughout the lesson plans for letter-sound modifications. Sign Language is integrated throughout the curriculum as a visual and kinesthetic</p>

<ul style="list-style-type: none"> <li>● Reinforces specific letter-sound modifications through use of “Observe and Modify” suggestions</li> <li>● Uses Exploration time to reinforce knowledge and skills in social and academic areas</li> </ul>	<p>means of teaching sound-spellings, days of the week, seasons and colors. Starfall Pre-K is also used in many European, Asian, and other countries to teach English to preschool-aged children.</p> <p><b>Teacher Guide</b> Weekly Learning Centers- Day Five: Exploration  <b>Teacher Guide “Observe and Modify” pp. 281, 303, 373, 394</b></p>
<p><b>SOCIAL/EMOTIONAL DEVELOPMENT (demonstrate alignment with the 3 goals in this area)</b></p>	
<p><b>Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum</b></p>	<p><b>Please describe Supporting Practices, Policies, and Procedures (2 to 3 sentences, can include references)</b></p>
<p><b>Goal 30</b></p> <ul style="list-style-type: none"> <li>● Recognizes and internally manage emotions, both positive and negative</li> <li>● Recognize and increase confidence in their own abilities</li> <li>● Demonstrates ability to be creative and independent (e.g., learning centers and exploration)</li> <li>● Engages in agreed upon rules for discussions</li> </ul> <p><b>Goal 31</b></p> <ul style="list-style-type: none"> <li>● Promote healthy relationships with peers and adults including teachers, assistants and volunteers</li> <li>● Provide opportunities to communicate effectively with others in multiple settings</li> <li>● Works with others to solve problems</li> </ul>	<p><b>Goal 30</b></p> <p>Starfall assists children in recognizing and internally managing both positive and negative emotions.. The curriculum provides multiple opportunities for children to increase their confidence in their own abilities, empowering children with self-management skills and enabling them to become successful lifelong learners.</p> <p><b>Teacher Guide p. 397</b> Morning Meeting: Ways People Feel  <b>Teacher Guide p. 14</b> Small Group &amp; Exploration  <b>Teacher Guide p. 9</b> Learning Centers  <b>Teacher Guide pp. 69-70</b> Morning Meeting/Circle Time</p> <p><b>Goal 31</b></p> <p>Starfall Pre-K Curriculum promotes healthy relationships with both peers and adults and provides opportunities to develop them in a variety of settings. Lessons include multiple opportunities for children to follow another’s conversational lead and demonstrate knowledge of verbal conversational rules as well as working</p>

<p><b>Goal 32</b></p> <ul style="list-style-type: none"><li>● Recognizes role as a member of the school and community, and demonstrates ways to make positive contributions to these groups</li><li>● Demonstrates responsibility for individual academic success</li><li>● Applies appropriate decision making skills in social situations</li></ul>	<p>with others to solve problems in personal, school and social settings.</p> <p><b>Teacher Guide p. 70</b> Circle Time <b>Teacher Guide pp. 165-166</b> Morning Meeting: Partner Sharing <b>Teacher Guide pp. 13-14</b> Circle Time</p> <p><b>Goal 32</b> The Starfall Pre-K Curriculum provides multiple opportunities for children to express their needs and feelings, share experiences, predict outcomes and resolve problems. The children demonstrate and apply decision-making skills daily in both academic and social settings. This enables them to develop positive relationships within both the school and community.</p> <p><b>Teacher Guide-</b> Learning Centers <b>Teacher Guide pp. 233-234</b> Morning Meeting: Safety <b>Teacher Guide pp. 239</b> Story Time</p>
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## Illinois Early Learning and Development Standards Goals and Standards

### LANGUAGE ARTS

**Goal 1** Demonstrate increasing competence in oral communication (listening and speaking)

- 1.A Demonstrate understanding through age-appropriate responses.
- 1.B Communicate effectively using language appropriate to the situation and audience.
- 1.C Use language to convey information and ideas.
- 1.D Speak using conventions of Standard English.
- 1.E Use increasingly complex phrases, sentences and vocabulary.

**Goal 2** Demonstrate understanding and enjoyment of literature.

- 2.A Demonstrate interest in stories and books.
- 2.B Recognize key ideas and details in stories.
- 2.C Recognize concepts of books.
- 2.D Establish personal connections with books.

**Goal 3** Demonstrate interest in and understanding of informational text.

- 3.A Recognize key ideas and details in nonfiction text.
- 3.B Recognize features of nonfiction books.

**Goal 4** Demonstrate increasing awareness of and competence in emergent reading skills and abilities.

- 4.A Demonstrate understanding of the organization and basic features of print.
- 4.B Demonstrate an emerging knowledge and understanding of the alphabet.
- 4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).
- 4.D Demonstrate emergent phonics and word-analysis skills.

**Goal 5** Demonstrate increasing awareness of and competence in emergent writing skills and abilities.

- 5.A Demonstrate growing interest and abilities in writing.
- 5.B Use writing to represent ideas and information.
- 5.C Use writing to research and share knowledge.

### MATHEMATICS

**Goal 6** Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

- 6.A Demonstrate beginning understanding of numbers, number names, and numerals.
- 6.B Add and subtract to create new numbers and begin to construct sets.
- 6.C Begin to make reasonable estimates of numbers.
- 6.D Compare quantities using appropriate vocabulary terms.

**Goal 7** Explore measurement of objects and quantities.

- 7.A Measure objects and quantities using direct comparison methods and nonstandard units.
- 7.B Begin to make estimates of measurements.
- 7.C Explore tools used for measurement.

**Goal 8** Identify and describe common attributes, patterns, and relationships in objects.

- 8.A Explore objects and patterns.
- 8.B Describe and document patterns using symbols.

**Goal 9** Explore concepts of geometry and spatial relations.

- 9.A Recognize, name, and match common shapes.
- 9.B Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.

**Goal 10** Begin to make predictions and collect data information.

- 10.A Generate questions and processes for answering them.
- 10.B Organize and describe data and information.
- 10.C Determine, describe, and apply the probabilities of events.

### SCIENCE

**Goal 11** Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.

- 11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.

**Goal 12** Explore concepts and information about the physical, earth, and life sciences.

- 12.A Understand that living things grow and change.
- 12.B Understand that living things rely on the environment and/or others to live and grow.
- 12.C Explore the physical properties of objects.

<p><b>12.D</b> Explore concepts of force and motion.</p> <p><b>12.E</b> Explore concepts and information related to the Earth, including ways to take care of our planet.</p> <p><b>12.F</b> Explore changes related to the weather and seasons.</p>
<p><b>Goal 13</b> Understand important connections and understandings in science and engineering.</p> <p><b>13.A</b> Understand rules to follow when investigating and exploring.</p> <p><b>13.B</b> Use tools and technology to assist with science and engineering investigations.</p>
<p><b><u>SOCIAL STUDIES</u></b></p>
<p><b>Goal 14</b> Understand some concepts related to citizenship.</p> <p><b>14.A</b> Understand what it means to be a member of a group and community.</p> <p><b>14.B</b> Understand the structures and functions of the political systems of Illinois, the United States, and other nations.</p> <p><b>14.C</b> Understand ways groups make choices and decisions.</p> <p><b>14.D</b> Understand the role that individuals can play in a group or community.</p> <p><b>14.E</b> Understand United States foreign policy as it relates to other nations and international issues.</p> <p><b>14.F</b> Understand the development of United States' political ideas and traditions.</p>
<p><b>Goal 15</b> Explore economic systems and human independence.</p> <p><b>15.A</b> Explore roles in the economic system and workforce.</p> <p><b>15.B</b> Explore issues of limited resources in the early childhood environment and world.</p> <p><b>15.C</b> Understand that scarcity necessitates choices by producers.</p> <p><b>15.D</b> Explore concepts about trade as an exchange of goods and services.</p> <p><b>15.E</b> Understand the impact of government policies and decisions on production and consumption in the economy.</p>
<p><b>Goal 16</b> Develop an awareness of the self and his or her uniqueness and individuality.</p> <p><b>16.A</b> Explore his or her self and personal history.</p> <p><b>16.B</b> Understand the development of significant political events.</p> <p><b>16.C</b> Understand the development of economic systems.</p> <p><b>16.D</b> Understand Illinois, United States, and world social history.</p> <p><b>16.E</b> Understand Illinois, United States, and world environmental history.</p>
<p><b>Goal 17</b> Explore geography, the child's environment, and where people live, work, and play.</p> <p><b>17.A</b> Explore environments and where people live.</p> <p><b>17.B</b> Analyze and explain characteristics and interactions of the Earth's physical systems.</p> <p><b>17.C</b> Understand relationships between geographic factors and society.</p> <p><b>17.D</b> Understand the historical significance of geography.</p>
<p><b>Goal 18</b> Explore people and families.</p> <p><b>18.A</b> Explore people, their similarities, and their differences.</p> <p><b>18.B</b> Develop an awareness of self within the context of family.</p> <p><b>18.C</b> Understand how social systems form and develop over time.</p>
<p><b><u>PHYSICAL DEVELOPMENT AND HEALTH</u></b></p>
<p><b>Goal 19</b> Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.</p> <p><b>19.A</b> Demonstrate physical competency and control of large and small muscles.</p> <p><b>19.B</b> Demonstrate awareness and coordination of body movements.</p> <p><b>19.C</b> Demonstrate knowledge of rules and safety during activity.</p>
<p><b>Goal 20</b> Develop habits for lifelong fitness.</p> <p><b>20.A</b> Achieve and maintain a health-enhancing level of physical fitness.</p> <p><b>20.B</b> Assess individual fitness levels.</p> <p><b>20.C</b> Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.</p>
<p><b>Goal 21</b> Develop team-building skills by working with others through physical activity.</p> <p><b>21.A</b> Demonstrate individual responsibility during group physical activities.</p> <p><b>21.B</b> Demonstrate cooperative skills during structured group physical activity.</p>
<p><b>Goal 22</b> Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p><b>22.A</b> Explain the basic principles of health promotion, illness prevention, treatment, and safety.</p> <p><b>22.B</b> Describe and explain the factors that influence health among individuals, groups, and communities.</p> <p><b>22.C</b> Explain how the environment can affect health.</p>
<p><b>Goal 23</b> Understand human body systems and factors that influence growth and development.</p> <p><b>23.A</b> Describe and explain the structure and functions of the human body systems and how they interrelate.</p> <p><b>23.B</b> Identify ways to keep the body healthy.</p> <p><b>23.C</b> Describe factors that affect growth and development.</p>

**Goal 24** Promote and enhance health and well-being through the use of effective communication and decision-making skills.  
**24.A** Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.  
**24.B** Apply decision-making skills related to the protection and promotion of individual health.  
**24.C** Demonstrate skills essential to enhancing health and avoiding dangerous situations.

### **THE ARTS**

**Goal 25** Gain exposure to and explore the arts.  
**25.A** Investigate, begin to appreciate, and participate in the arts.  
**25.B** Display an awareness of some distinct characteristics of the arts.

**Goal 26** Understand that the arts can be used to communicate ideas and emotions.  
**26.A** Understand processes, traditional tools, and modern technologies used in the arts.  
**26.B** Understand ways to express meaning through the arts.

**Goal 27** Understand the role of the arts in civilizations, past and present.  
**27.A** Analyze how the arts function in history, society, and everyday life.  
**27.B** Understand how the arts shape and reflect history, society, and everyday life.

### **ENGLISH LANGUAGE LEARNER HOME LANGUAGE DEVELOPMENT**

**Goal 28** Use the home language to communicate within and beyond the classroom.  
**28.A** Use the home language at age-appropriate levels for a variety of social and academic purposes.

**Goal 29** Use the home language to make connections and reinforce knowledge and skills across academic and social areas.  
**29.A** Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.

### **SOCIAL/EMOTIONAL DEVELOPMENT**

**Goal 30** Develop self management skills to achieve school and life success and develop positive relationships with others.  
**30.A** Identify and manage one's emotions and behavior.  
**30.B** Recognize own uniqueness and personal qualities.  
**30.C** Demonstrate skills related to successful personal and school outcomes.

**Goal 31** Use social-awareness and interpersonal skills to establish and maintain positive relationships.  
**31.A** Develop positive relationships with peers and adults.  
**31.B** Use communication and social skills to interact effectively with others.  
**31.C** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

**Goal 32** Demonstrate decision-making skills and behaviors in personal, school, and community contexts.  
**32.A** Begin to consider ethical, safety, and societal factors in making decisions.  
**32.B** Apply decision-making skills to deal responsibly with daily academic and social situations.  
**32.C** Contribute to the well-being of one's school and community.