



**Kindergarten Individual Development Survey (KIDS)
Correspondence to Illinois Learning Standards:
The KIDS Language and Literacy Development (LLD) Domain and the Illinois Early
Learning and Development Standards (IELDS)**

There are many commonalities between the structure and content of the KIDS¹ Language and Literacy Development (LLD) domain and the organization of the Illinois Early Learning and Development Standards (IELDS). The KIDS does not address some elements in the IELDS related to language and literacy, and, likewise, the KIDS has some measures for which there is no corresponding content in the IELDS. Even so, the KIDS and the IELDS cover key common elements of young children’s language and literacy development. A review of this considerable overlap indicates that the KIDS measures correspond to the essential content of the IELDS. The following table shows correspondences between the KIDS measures and the IELDS.

**Correspondence between the KIDS Instrument and
the Illinois Early Learning and Development Standards**

| KIDS Measure | Illinois Early Learning and Development Standards (IELDS) | KIDS Measure Corresponds with IELDS in the Following Ways: |
|---|---|---|
| <p>LLD 1: Understanding of Language (Receptive)</p> <p>Definition: Child understands increasingly complex communication and language.</p> | <p>Learning Standard 1.A</p> <p>Demonstrate understanding through age-appropriate responses.</p> | <p>Child understands increasingly complex communication and language (1.A).</p> |
| <p>LLD 2: Responsiveness to Language</p> <p>Definition: Child communicates or acts in response to language and responds to increasingly complex language.</p> | <p>Learning Standard 1.A</p> <p>Demonstrate understanding through age-appropriate responses.</p> | <p>Child demonstrates ability to follow increasingly complex directions and responds appropriately when asked questions (1.A).</p> |

¹ Desired Results Developmental Profile-Kindergarten for the Kindergarten Individual Development Survey



| KIDS Measure | Illinois Early Learning and Development Standards (IELDS) | KIDS Measure Corresponds with IELDS in the Following Ways: |
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| <p>LLD 3: Communication and use of Language (Expressive)</p> <p>Definition: Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences.</p> | <p>Learning Standard 1.B Communicate effectively using language appropriate to the situation and audience.</p> <p>Learning Standard 1.C Use language to convey information and ideas.</p> <p>Learning Standard 1.D Speak using conventions of standard English.</p> <p>Learning Standard 1.E Use increasingly complex phrases, sentences, and vocabulary.</p> | <p>Child demonstrates ability to use language for a variety of purposes. Additionally, child demonstrates ability to have collaborative conversations with diverse partners in various situations (1.B).</p> <p>Child uses language to convey or communicate information and ideas (1.C).</p> <p>Child speaks in complete sentences that vary in length, making statements and asking questions (1.D).</p> <p>Child demonstrates ability to use new words acquired through conversations and books with the help of teachers. Additionally, with assistance, the child demonstrates ability to use adjectives to describe people, places, and things (1.E).</p> |
| <p>LLD 4: Reciprocal Communication and Conversation</p> <p>Definition: Child engages in back-and-forth communication that develops into increasingly extended conversations.</p> | <p>Learning Standard 1.B Communicate effectively using language appropriate to the situation and audience.</p> | <p>Child engages in back-and-forth conversations with two or more exchanges with others (1.B).</p> |
| <p>LLD 5: Interest in Literacy</p> <p>Definition: Child shows interest in books, songs, rhymes, stories,</p> | <p>Learning Standard 2.B Recognize key ideas and details in stories.</p> | <p>Child participates in adult-led discussions and with assistance demonstrates ability to ask and answer questions about books read aloud. Child also</p> |



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| and other literacy activities in increasingly complex ways. | | demonstrates ability to retell familiar stories to peers while pretending to read books (2.B) . |
| <p>LLD 6: Comprehension of Age-Appropriate Text</p> <p>Definition: Child develops capacity to understand details and ideas from age-appropriate text presented by adults.</p> | <p>Learning Standard 2.B Recognize key ideas and details in stories.</p> <p>Learning Standard 2.C Recognize concepts of books.</p> <p>Learning Standard 3.A Recognize key ideas and details in nonfiction text.</p> <p>Learning Standard 3.B Recognize features of nonfiction books.</p> | <p>With assistance, the child makes comments or asks questions about the text a teacher has read aloud. Child also demonstrates knowledge about the details (e.g., main character, order of events) of the text (2.B).</p> <p>Child interacts with a variety of books (2.C).</p> <p>Child demonstrates knowledge and understanding about the details in informational texts. Additionally, the child demonstrates ability to ask and answer questions about informational texts (3.A).</p> <p>Child recognizes components or features in informational text (3.B).</p> |
| <p>LLD 7: Concepts About Print</p> <p>Definition: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning.</p> | <p>Learning Standard 2.C Recognize concepts of books.</p> <p>Learning Standard 3.B Recognize features of nonfiction books.</p> <p>Learning Standard 4.A Demonstrate understanding of the organization and basic features of print.</p> | <p>Child demonstrates knowledge of the way books are handled (2.C).</p> <p>Child demonstrates an understanding that different types of printed materials are organized to communicate specific ideas or information (3.B).</p> <p>Child recognizes the relationship between spoken and written words (4.A).</p> |



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|---|---|---|
| | | |
| <p>LLD 8: Phonological Awareness</p> <p>Definition: Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language.</p> | <p>Learning Standard 4.C</p> <p>Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> | <p>Child understands that sentences are made up of separate words and can identify the initial sounds of these words. The child also recognizes and matches rhyming words with assistance (4.C).</p> |
| <p>LLD 9: Letter and Word Knowledge</p> <p>Definition: Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words.</p> | <p>Learning Standard 4.B</p> <p>Demonstrate an emerging knowledge and understanding of the alphabet.</p> <p>Learning Standard 4.C</p> <p>Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Learning Standard 4.D</p> <p>Demonstrate emergent phonics and word analysis skills.</p> | <p>Child demonstrates ability to recognize and name some upper- and lowercase letters of the alphabet, especially the letters in his or her name (4.B).</p> <p>Child demonstrates ability to segment and manipulate sounds in one-syllable words (4.C).</p> <p>Child recognizes common function words and demonstrates an understanding of one-to-one correspondence of letters and sounds, which helps with decoding them phonetically (4.D).</p> |
| <p>LLD 10: Emergent Writing</p> <p>Definition: Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.</p> | <p>Learning Standard 5.A</p> <p>Demonstrate growing interest and ability in writing.</p> | <p>Child makes scribble marks and simple drawings that are representative of people, places, and things. Child writes own name (5.A).</p> |



| KIDS Measure | Illinois Early Learning and Development Standards (IELDS) | KIDS Measure Corresponds with IELDS in the Following Ways: |
|--|---|--|
| <p>LLD 10: Emergent Writing (cont.)</p> <p>Definition: Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.</p> | <p>Learning Standard 5.B</p> <p>Use writing to represent ideas and information.</p> <p>Learning Standard 5.C</p> <p>Use writing to research and share knowledge.</p> <p>Learning Standard 19.A</p> <p>Use writing and drawing tools with some control.</p> | <p>Child uses writing to represent ideas and information, specifically as a means to narrate an event (5.B).</p> <p>Child demonstrates ability to share knowledge and information through writing (5.C).</p> <p>Child demonstrates prewriting and writing skills by copying or drawing shapes and forming letters and numbers (19.A).</p> |

IELDS Goal(s) or Learning Standard(s) not addressed by KIDS Domain

- Learning Standard 2.D: Establish personal connections with books.