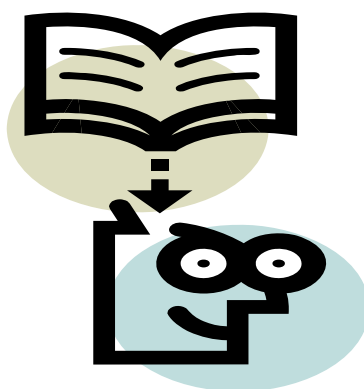


ILLINOIS LEARNING STANDARDS



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STATE GOAL ENGLISH/LANGUAGE ARTS

<http://www.isbe.state.il.us/ils/ela/standards.htm>

STATE GOAL MATHEMATICS

<http://www.isbe.state.il.us/ils/math/standards.htm>

STATE GOAL SCIENCE/SOCIAL SCIENCE

<http://www.isbe.state.il.us/ils/science/standards.htm>

http://www.isbe.state.il.us/ils/social_science/standards.htm

STATE GOAL PHYSICAL DEVELOPMENT & HEALTH

<http://www.isbe.state.il.us/ils/pdh/standards.htm>

STATE GOAL FINE ARTS/FOREIGN LANGUAGES

http://www.isbe.state.il.us/ils/fine_arts/standards.htm

http://www.isbe.state.il.us/ils/foreign_languages/standards.htm

Illinois Learning Standards
As they apply to behavioral goals/objectives

The IEP now requires that the Illinois Learning Standards be referenced when developing goals and objectives. Below please find selected Learning Standards which MAY be referenced when developing IEP goals and objectives. This is by no means an exhaustive list and other standards may also be applicable.

- 4A Follow oral instructions accurately.
- 13A Use basic safety practices (e.g. not tasting materials without permission ,”stop/drop/roll”)
- 14C Identify concepts of responsible citizenship including respect for the law, patriotism, civility, and working with others.
- 24A Identify positive verbal and non-verbal communication skills (e.g. body language, manners, listening).
- 24A Demonstrate methods for addressing interpersonal differences without harm (e.g. avoidance, compromise cooperation).
- 21A Work independently on tasks for short periods of time.
- 21A Work independently on task until completed..

Illinois Learning Standards As they apply to processing skills

The IEP now requires that the Illinois Learning Standards be referenced when developing goals and objectives. Below please find selected Learning Standards which MAY be referenced when developing IEP goals and objectives. This is by no means an exhaustive list and other standards may also be applicable.

Visual Motor Integration

- 9A Draw two dimensional shapes.
- 19A Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative tasks.
- 9A Describe and draw representations of geometric relationships, patterns, symmetries and designs in two and three dimensions with or without technology.
- 17A Identify the characteristics and purposes of geographic representations including maps, globes graphs, photographs, software, digital images and be able to locate specific places using each.

Spatial Relationships

- 19B Understand spatial awareness and relationships to objects and people.
- 17A Explain how to make and use geographic representations to provide and enhance spatial information including maps, globes, charts, models, aerial photographs and satellite images.

Associative Thinking

- 1C Compare and Contrast the content and organization of selections.

Short Term Auditory Memory

- 4A Follow oral instructions accurately.
- 4A Restate and carry out multi-step oral instructions.
- 4A Restate and carry out a variety of oral instructions.

Attention and Concentration

- 21A Work independently on tasks for short periods of time.
 - 21A Work independently on tasks until completed.
- See also short term auditory memory above.

Auditory Processing

- 4A Ask questions and respond to questions from the teacher and from group members to improve comprehension.
- 4A Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.

Visual Processing

- 1C Use information presented in simple tables, maps and charts to form an interpretation.
- 1C Connect information presented in tables, maps and charts to printed or electronic text.
- 1C Interpret tables that display textual information and data in visual formats.
- 1C Interpret tables, graphs and maps in conjunction with related text.

Illinois Learning Standards as they apply to Speech/Language Instruction

The IEP now requires that the Illinois Learning Standards be referenced when developing goals and objectives. Below please find selected Learning Standards which MAY be referenced when developing IEP goals and objectives. This is by no means an exhaustive list and other standards may also be applicable.

- 1A Apply word analysis skills (eg phonics, word patterns) to recognize new words.(Could be used for articulation)
- 1A Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.
- 1A Analyze the meanings of words and phrases in their context.
- 1A Compare the meanings of words and phrases and use analogies to explain the relationships among them.
- 1B Identify structure (eg, description, compare/contrast, cause and effect, sequence) of non-fiction texts to improve comprehension.
- 1C Use information to form questions and verify predictions.
- 3A Construct complete sentences which demonstrate subject/verb agreement: appropriate capitalization and punctuation: correct spelling of appropriate high frequency words; and appropriate use of the 8 parts of speech.
- 4A Follow oral instructions accurately.
- 4A Restate and carry out multi-step oral instructions.
- 4A Restate and carry out a variety of oral instructions.
- 4A Ask questions and respond to questions from the teacher and from group members to improve comprehension.
- 4A Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
- 4B Participate in discussions around common topics.