



# My Big World™ Meets the Illinois Early Learning and Development Standards

My Big World helps you prepare students for kindergarten with alignments to the Illinois Early Learning and Development Standards. Throughout the year, our delightful resources address a wide range of school-readiness skills, including social and emotional development, early literacy, math, science, and many more.

## LANGUAGE ARTS

### Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).

STANDARD	WHAT THE STANDARD SAYS	HOW MY BIG WORLD MEETS THIS STANDARD
1.A	Demonstrate understanding through age-appropriate responses.	<ul style="list-style-type: none"> <li>After reading the Big Issue as a class, students engage in full-class discussions, which demonstrate their understanding.</li> </ul>
1.B	Communicate effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> <li>Activities encourage students to talk and work in pairs, in small groups, or as a whole class.</li> </ul>
1.C	Use language to convey information and ideas.	<ul style="list-style-type: none"> <li>My Big World (MBW) encourages students to discuss articles and topics. After reading the Big Issue as a class, students engage in full-class discussions about the issue.</li> </ul>
1.D	Speak using conventions of Standard English.	<ul style="list-style-type: none"> <li>MBW models age-appropriate sentence structure and grammar, setting an example for students.</li> </ul>
1.E	Use increasingly complex phrases, sentences, and vocabulary.	<ul style="list-style-type: none"> <li>MBW introduces students to a variety of new vocabulary words. Students are encouraged to use these new words in discussions.</li> </ul>

### Goal 3: Demonstrate interest in and understanding of informational text.

STANDARD	WHAT THE STANDARD SAYS	HOW MY BIG WORLD MEETS THIS STANDARD
3.A	Recognize key ideas and details in nonfiction text.	<ul style="list-style-type: none"> <li>After reading the Big Issue as a class, teachers engage students with questions about the text and discussion about the topic.</li> </ul>
3.B	Recognize features of nonfiction books.	<ul style="list-style-type: none"> <li>MBW introduces students to features of nonfiction texts. Teachers guide their students in understanding the difference between words, pictures, and text features in the magazine, as well as how each of these pieces is needed and used to create a whole.</li> </ul>

**Goal 4: Demonstrate interest in and understanding of informational text.**

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
4.A	Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> <li>• By following along as the teacher reads aloud from the Big Issue, students begin to learn the relationship between spoken and written words.</li> <li>• The Big Issue is ideal for tracking print to help students understand directionality.</li> </ul>
4.B	Demonstrate an emerging knowledge and understanding of the alphabet.	<ul style="list-style-type: none"> <li>• Letter identification games and activities help support the learning of uppercase and lowercase letters in English.</li> <li>• Activities provide opportunities for students to practice forming letters.</li> </ul>
4.C	Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> <li>• Reading <i>MBW</i> allows students to develop phonemic awareness. Songs and poems offer opportunities to practice recognizing rhyming words. In addition, activities give opportunities for students to play with sounds.</li> </ul>
4.D	Demonstrate emergent phonics and word-analysis skills.	<ul style="list-style-type: none"> <li>• By following along as the teacher reads the Big Issue, students begin to see the one-to-one correspondence of letters and sounds. Once students have mastered that concept, they will be ready to begin spelling words phonetically.</li> </ul>

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

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
5.A	Demonstrate growing interest and abilities in writing.	<ul style="list-style-type: none"> <li>• Activities provide opportunities for students to practice basic writing skills, such as marking answers, drawing, or forming letters.</li> </ul>
5.B	Use writing to represent ideas and information.	<ul style="list-style-type: none"> <li>• Students practice writing skills by drawing, writing, and dictating to express their opinions and ideas.</li> </ul>
5.C	Use writing to research and share knowledge.	<ul style="list-style-type: none"> <li>• Students can draw, dictate, or write their responses to a question or topic discussed in <i>MBW</i>.</li> </ul>

## MATHEMATICS

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

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
6.A	Demonstrate beginning understanding of numbers, number names, and numerals.	<ul style="list-style-type: none"> <li>Counting plays a large role in the layout of <i>MBW</i>. Pages are numbered and include counters for each page number. Each section of the article is also numbered. This allows students to practice their counting skills while also learning how to follow along with the magazine.</li> <li>Activities and games help students solidify foundational math skills, including counting, one-to-one correspondence, subitizing, and number order.</li> </ul>
6.B	Add and subtract to create new numbers and begin to construct sets.	<ul style="list-style-type: none"> <li>Activities and games provide opportunities for students to practice addition and subtraction skills.</li> </ul>
6.C	Begin to make reasonable estimates of numbers.	<ul style="list-style-type: none"> <li>Activities and games provide opportunities for students to practice estimation.</li> </ul>
6.D	Compare quantities using appropriate vocabulary terms.	<ul style="list-style-type: none"> <li>Activities involving comparing quantities help students understand the concept of equal and how to split objects into two equal groups. These activities also expose students to comparison vocabulary, which they can use when describing sets of objects.</li> </ul>

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

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
7.A	Measure objects and quantities using direct comparison methods and nonstandard units.	<ul style="list-style-type: none"> <li>Measurement and comparison activities provide opportunities for students to practice measurement using direct comparison methods and nonstandard units. Students are also introduced to vocabulary used to describe length, height, weight, capacity, and size.</li> </ul>

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

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
8.A	Explore objects and patterns.	<ul style="list-style-type: none"> <li>Activities frequently feature classification exercises. These range from basic sorting, to classifying based on letters, to using visual discrimination skills to find specific objects.</li> <li>Activities often feature patterning exercises that help students recognize, extend, and create patterns.</li> </ul>
8.B	Describe and document patterns using symbols.	<ul style="list-style-type: none"> <li>Activities allow students to practice basic patterning skills (typically ABAB, AABB, and ABCABC).</li> </ul>

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

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
9.A	Recognize, name, and match common shapes.	<ul style="list-style-type: none"> <li>• Shape-recognition activities are featured in the student issue and Teacher's Guide, as well as online.</li> </ul>
9.B	Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.	<ul style="list-style-type: none"> <li>• <i>MBW</i> provides online and print activities for practicing the use of ordinal terms.</li> <li>• Activities provide opportunities for students to learn and use position/direction words in appropriate contexts.</li> </ul>

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

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
10.A	Generate questions and processes for answering them.	<ul style="list-style-type: none"> <li>• Students can use the articles and videos in <i>MBW</i> as a starting point for question generation. Teachers can then extend these questions in activities for how to answer the questions through data gathering and additional research.</li> </ul>
10.B	Organize and describe data and information.	<ul style="list-style-type: none"> <li>• During activities, students practice describing data and creating basic displays of collected data through charts and graphs.</li> </ul>

**SCIENCE**

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

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
11.A	Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	<ul style="list-style-type: none"> <li>• Science experiments provide opportunities for students to utilize the scientific method and further explore the topics presented in <i>MBW</i>.</li> </ul>

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

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
12.A	Understand that living things grow and change.	<ul style="list-style-type: none"> <li>• <i>MBW</i> articles often focus on a living organism and how it grows and changes.</li> <li>• Hands-on science experiments provide opportunities for students to further explore the nonfiction topics presented in <i>MBW</i> and give students a concrete understanding of the concepts explained in the magazine.</li> </ul>

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
12.B	Understand that living things rely on the environment and/or others to live and grow.	<ul style="list-style-type: none"> <li>Articles and hands-on science experiments look at how organisms relate to their environments.</li> </ul>
12.C	Explore the physical properties of objects.	<ul style="list-style-type: none"> <li>Activities provide opportunities for students to identify, describe, and compare physical properties of objects.</li> <li>Hands-on science experiments provide opportunities for students to further explore the nonfiction topics presented in <i>MBW</i> and give students a concrete understanding of the concepts explained in the magazine.</li> </ul>
12.E	Explore concepts and information related to the Earth, including ways to take care of our planet.	<ul style="list-style-type: none"> <li>Each science-focused article in <i>MBW</i> intends to help students understand the importance of caring for our planet.</li> <li>Hands-on science experiments provide opportunities for students to further explore the nonfiction topics presented in <i>MBW</i> and give students a concrete understanding of the concepts explained in the magazine.</li> </ul>
12.F	Explore changes related to the weather and seasons.	<ul style="list-style-type: none"> <li>Articles focused on earth science, including topics like weather and seasons, allow students to better understand the world around them.</li> <li>Hands-on science experiments provide opportunities for students to further explore the nonfiction topics presented in <i>MBW</i> and give students a concrete understanding of the concepts explained in the magazine.</li> </ul>

**Goal 13: Understand important connections and understandings in science and engineering.**

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
13.A	Understand rules to follow when investigating and exploring.	<ul style="list-style-type: none"> <li>Hands-on science experiments provide opportunities to discuss rules and safety practices for scientific exploration.</li> </ul>

## SOCIAL STUDIES

### Goal 14: Understand some concepts related to citizenship.

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
14.A	Understand what it means to be a member of a group and community.	<ul style="list-style-type: none"> <li>Articles and posters often discuss social responsibility, which helps students understand the roles they and others play in their community.</li> </ul>
14.D	Understand the role that individuals can play in a group or community.	<ul style="list-style-type: none"> <li>Articles and posters often discuss social responsibility, which helps students understand the roles they and others play in their community.</li> </ul>

### Goal 15: Explore economic systems and human interdependence.

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
15.A	Explore roles in the economic system and workforce.	<ul style="list-style-type: none"> <li>Articles and posters often feature information about common jobs, as well as the responsibilities of community members. These articles and videos can lead to a larger discussion about why people work.</li> </ul>

### Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
16.A	Explore his or her self and personal history.	<ul style="list-style-type: none"> <li>Students can connect articles to their own lives, using what they learn to better understand themselves as unique individuals and identify their own likes, dislikes, etc.</li> <li>Discussions allow students to recall and relate their own experiences to what they've read.</li> </ul>

### Goal 17: Explore geography, the child's environment, and where people live, work, and play.

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
17.A	Explore environments and where people live.	<ul style="list-style-type: none"> <li>Students learn about their own environment to promote an initial understanding of geography.</li> </ul>

### Goal 18: Explore people and families.

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
18.A	Explore people, their similarities, and their differences.	<ul style="list-style-type: none"> <li>Articles and posters focus on recognizing and understanding similarities and differences among people across gender, culture, family structure, etc.</li> </ul>
18.B	Develop an awareness of self within the context of family.	<ul style="list-style-type: none"> <li>Articles and posters feature information about roles and responsibilities of family. This information highlights that everyone belongs to a family, but that families may differ.</li> </ul>

## PHYSICAL HEALTH AND DEVELOPMENT

**Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.**

STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
19.A	Demonstrate physical competency and control of large and small muscles.	<ul style="list-style-type: none"> <li>• Students get opportunities to work on their gross motor skills, balance, and hand-eye coordination through dancing and other physical activities.</li> <li>• Students develop fine motor skills through writing, drawing, using scissors, and manipulating materials.</li> </ul>
19.B	Demonstrate awareness and coordination of body movements.	<ul style="list-style-type: none"> <li>• Activities that feature movement let students practice body awareness and sharing physical space, especially when moving about in small, crowded spaces like classrooms.</li> <li>• These activities also help students develop their gross motor skills and coordination.</li> </ul>
19.C	Demonstrate knowledge of rules and safety during activity.	<ul style="list-style-type: none"> <li>• Articles in <i>MBW</i> often focus on topics such as personal safety. Students learn many ways to incorporate these concepts into their daily lives.</li> </ul>

**Goal 20: Develop habits for lifelong fitness.**

STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
20.A	Achieve and maintain a health-enhancing level of physical fitness.	<ul style="list-style-type: none"> <li>• Activities that feature movement help students have fun during physical movement, which fosters an appreciation for physical fitness.</li> </ul>

**Goal 21: Develop team-building skills by working with others through physical activity.**

STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
21.A	Demonstrate individual responsibility during group physical activities.	<ul style="list-style-type: none"> <li>• Students practice body awareness and sharing physical space, especially when moving about in small, crowded spaces like classrooms, during movement-focused activities.</li> </ul>

**Goal 22: Understand principles of health promotion and the prevention and treatment of illness.**

STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
22.A	Explain the basic principles of health promotion, illness prevention, treatment, and safety.	<ul style="list-style-type: none"> <li>• Students learn about hygiene and staying safe and healthy through articles focused on personal health. Students learn many ways to incorporate these important concepts into their daily lives.</li> </ul>

**Goal 23: Understand human body systems and factors that influence growth and development.**

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
23.A	Describe and explain the structure and functions of the human body systems and how they interrelate.	<ul style="list-style-type: none"> <li>Articles, activities, and online videos feature information about the human body, body parts, and how they function.</li> </ul>
23.B	Identify ways to keep the body healthy.	<ul style="list-style-type: none"> <li>Students learn about hygiene, exercise, and staying healthy through articles focused on personal health. Students learn many ways to incorporate these concepts into their daily lives.</li> </ul>

**Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
24.C	Demonstrate skills essential to enhancing health and avoiding dangerous situations.	<ul style="list-style-type: none"> <li>Hands-on activities and experiments provide opportunities for students to learn about and practice safety.</li> </ul>

**THE ARTS**

**Goal 25: Gain exposure to and explore the arts.**

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
25.A	Investigate, begin to appreciate, and participate in the arts.	<ul style="list-style-type: none"> <li>Lesson activities expose students to a wide range of artistic skills, including dance, dramatic play, music, and visual arts.</li> </ul>
25.B	Display an awareness of some distinct characteristics of the arts.	<ul style="list-style-type: none"> <li>Lesson activities expose students to a wide range of artistic skills, including dance, dramatic play, music, and visual arts.</li> </ul>

**SOCIAL/EMOTIONAL DEVELOPMENT**

**Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.**

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
30.A	Identify and manage one's emotions and behavior.	<ul style="list-style-type: none"> <li>Students learn how to identify their feelings, as well as understand how others are feeling through articles and posters focused on emotions.</li> <li>Dramatic play lessons allow students to practice their understanding of emotions with their peers.</li> </ul>
30.C	Demonstrate skills related to successful personal and school outcomes.	<ul style="list-style-type: none"> <li>Reading the Big Issue as a class gives students practice sitting and focusing, a way of showing self-regulation. During this time, students practice paying attention, sometimes without actively participating.</li> <li>Lesson activities can also require students' attention for up to 20 minutes at a time, which improves their focus.</li> </ul>

**Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
31.A	Develop positive relationships with peers and adults.	<ul style="list-style-type: none"> <li>• Reading the Big Issue as a class fosters close relationships between teacher and students.</li> <li>• Many activities require students to work together in pairs, small groups, or as a whole class, which gives them opportunities to bond with peers.</li> </ul>
31.B	Use communication and social skills to interact effectively with others.	<ul style="list-style-type: none"> <li>• Many activities require students to work together in pairs, small groups, or as a whole class, which gives them opportunities to work on playing with peers, helping, sharing, and taking turns.</li> </ul>
31.C	Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none"> <li>• Many activities require students to work together in pairs, small groups, or as a whole class, which gives them opportunities to work on resolving conflicts and sharing.</li> <li>• Clifford's Big Idea, featured in many issues, raises questions about social/emotional dilemmas that students discuss and try to solve. These discussions can raise multiple viewpoints that students should be mindful and respectful of when talking with their peers.</li> </ul>

**Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.**

STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
32.A	Begin to consider ethical, safety, and societal factors in making decisions.	<ul style="list-style-type: none"> <li>• Clifford's Big Idea raises questions about social dilemmas that students try to discuss and solve.</li> </ul>
32.B	Apply decision-making skills to deal responsibly with daily academic and social situations.	<ul style="list-style-type: none"> <li>• Students work on activities in pairs, in small groups, or as a whole class, which gives them opportunities to work on social skills.</li> </ul>

**To order *My Big World with Clifford*, call 1-800-387-1437 or email [magazineinfo@scholastic.com](mailto:magazineinfo@scholastic.com)**