

Main Criteria: Classroom Supplement and Lesson Plans - Kindergarten

Secondary Criteria: Illinois Learning Standards

Subject: Language Arts

Grade: K

Classroom Supplement and Lesson Plans - Kindergarten

Week 01: Introduction to Pre-writing, p. 29-39

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
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LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
descriptor / content discipline	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
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LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
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LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
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LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

descriptor / content discipline	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

learning standard / discipline		Key Ideas and Details
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descriptor / content discipline	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

learning standard / discipline		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

learning standard / discipline		Integration of Knowledge and Ideas
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descriptor / content discipline	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Print Concepts
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descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
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standard	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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standard	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Phonological Awareness
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Descriptor / Content Discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
STANDARD	RF.K.2.a.	Recognize and produce rhyming words.
STANDARD	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
STANDARD	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards: Foundational Skills

Learning Standard / Discipline		Phonics and Word Recognition
Descriptor / Content Discipline	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

Learning Standard / Discipline		Comprehension and Collaboration
Descriptor / Content Discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.

STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

Learning Standard / Discipline		Comprehension and Collaboration
Descriptor / Content Discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.a.	Print many upper- and lowercase letters.
STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
STANDARD	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE	Craft and Structure	
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE	Integration of Knowledge and Ideas	
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descriptor / content discipline	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE	Phonological Awareness	
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

standard	RF.K.2.a.	Recognize and produce rhyming words.
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standard	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
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standard	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE	Phonics and Word Recognition	
descriptor / content discipline	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

standard	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
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standard	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
STATE GOAL / DISCIPLINARY CONCEPT	Descriptor / Content Discipline	Standard
	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STANDARD SL.K.1.b. Continue a conversation through multiple exchanges.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
STATE GOAL / DISCIPLINARY CONCEPT	Descriptor / Content Discipline	Standard
	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
STATE GOAL / DISCIPLINARY CONCEPT	Descriptor / Content Discipline	Standard
	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD L.K.1.a. Print many upper- and lowercase letters.

STANDARD L.K.1.b. Use frequently occurring nouns and verbs.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
STATE GOAL / DISCIPLINARY CONCEPT	Descriptor / Content Discipline	Standard
	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
STATE GOAL / DISCIPLINARY CONCEPT	Descriptor / Content Discipline	Standard

descriptor / content discipline	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 03: Pre-writing, p. 49-55

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE	Key Ideas and Details	
descriptor / content discipline	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
descriptor / content discipline	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE	Range of Reading and Level of Text Complexity	
descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
descriptor / content discipline	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	

descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

learning standard / discipline		Key Ideas and Details
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descriptor / content discipline	RL.K.2.	With prompting and support, retell familiar stories, including key details.
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descriptor / content discipline	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

learning standard / discipline		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.

standard	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

standard	RF.K.2.a.	Recognize and produce rhyming words.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

STANDARD	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.a.	Print many upper- and lowercase letters.
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STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Week 04: Pre-writing, p. 57-63

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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descriptor /
content
discipline

RL.K.3.

With prompting and support, identify characters, settings, and major events in a story.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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descriptor /
content
discipline

RL.K.5.

Recognize common types of texts (e.g., storybooks, poems).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.

STANDARD

RF.K.1.d.

Recognize and name all upper- and lowercase letters of the alphabet.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

STANDARD

RF.K.2.a.

Recognize and produce rhyming words.

STANDARD

RF.K.2.b.

Count, pronounce, blend, and segment syllables in spoken words.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
descriptor / content discipline	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

STANDARD	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
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STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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DESCRIPTOR / CONTENT DISCIPLINE	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.a.	Print many upper- and lowercase letters.
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STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 05: Pre-writing, p. 65-71

Illinois Learning Standards**Language Arts**

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	CCRA.L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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descriptor / content discipline	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Print Concepts
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descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
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standard	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

STANDARD RF.K.2.a. Recognize and produce rhyming words.

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

STANDARD RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

STANDARD RF.K.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STANDARD SL.K.1.b. Continue a conversation through multiple exchanges.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	L.K.1.a.	Print many upper- and lowercase letters.
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STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
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STATE GOAL / DISCIPLINARY CONCEPT	Language Standards
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LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
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STANDARD	L.K.2.b.	Recognize and name end punctuation.
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STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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STATE GOAL / DISCIPLINARY CONCEPT	Language Standards
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LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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descriptor / content discipline	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
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STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading
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LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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descriptor / content discipline	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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descriptor / content discipline	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
STANDARD	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
STANDARD	RF.K.2.a.	Recognize and produce rhyming words.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
descriptor / content discipline	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.a.	Print many upper- and lowercase letters.
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STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
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STANDARD	L.K.2.b.	Recognize and name end punctuation.
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STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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descriptor / content discipline	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
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STANDARD	L.K.4.b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
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STATE GOAL / DISCIPLINARY CONCEPT	Language Standards
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LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
descriptor / content discipline	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading
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LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
descriptor / content discipline	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading
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LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing
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LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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descriptor / content discipline	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	CCRA.L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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descriptor / content discipline	RL.K.2.	With prompting and support, retell familiar stories, including key details.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.

STANDARD RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

STANDARD RF.K.2.a. Recognize and produce rhyming words.

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
descriptor / content discipline	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

STANDARD RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STANDARD SL.K.1.b. Continue a conversation through multiple exchanges.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD L.K.1.a. Print many upper- and lowercase letters.

STANDARD L.K.1.b. Use frequently occurring nouns and verbs.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD L.K.2.a. Capitalize the first word in a sentence and the pronoun I.

STANDARD L.K.2.b. Recognize and name end punctuation.

STANDARD L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

STANDARD L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

STANDARD L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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Illinois Learning Standards**Language Arts**

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Craft and Structure

descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.

standard	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

standard	RF.K.2.a.	Recognize and produce rhyming words.
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standard	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
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standard	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Phonics and Word Recognition
descriptor / content discipline	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

standard	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
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standard	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
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standard	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.a.	Print many upper- and lowercase letters.
STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
STANDARD	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE	Range of Reading and Level of Text Complexity	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE	Craft and Structure	

descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.

standard	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

standard	RF.K.2.a.	Recognize and produce rhyming words.
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standard	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
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standard	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Phonics and Word Recognition
descriptor / content discipline	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

standard	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
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standard	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

learning standard / discipline		Comprehension and Collaboration
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descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.K.1.a.	Print many upper- and lowercase letters.
STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
descriptor / content discipline	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

STANDARD	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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Week 10: Pre-writing, p. 105-111

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading
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LEARNING STANDARD / DISCIPLINE	Range of Reading and Level of Text Complexity	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing
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LEARNING STANDARD / DISCIPLINE	Production and Distribution of Writing	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening
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LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language
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LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature
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LEARNING STANDARD / DISCIPLINE	Craft and Structure	
_DESCRIPTOR / CONTENT DISCIPLINE	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Print Concepts
_DESCRIPTOR / CONTENT DISCIPLINE	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
STANDARD	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Phonological Awareness
_DESCRIPTOR / CONTENT DISCIPLINE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
STANDARD	RF.K.2.a.	Recognize and produce rhyming words.
STANDARD	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
STANDARD	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
_DESCRIPTOR / CONTENT DISCIPLINE	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.

STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	

DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.a.	Print many upper- and lowercase letters.
STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.

STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Week 11: Pre-writing, p. 113-119

Illinois Learning Standards

Language Arts

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Craft and Structure
descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

STANDARD RF.K.2.a. Recognize and produce rhyming words.

STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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STANDARD SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STANDARD SL.K.1.b. Continue a conversation through multiple exchanges.

STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD L.K.1.a. Print many upper- and lowercase letters.

STANDARD L.K.1.b. Use frequently occurring nouns and verbs.

STANDARD L.K.1.f. Produce and expand complete sentences in shared language activities.

STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
descriptor / content discipline	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
STANDARD	L.K.4.b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Week 12: Pre-writing, p. 121-127

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
state goal / disciplinary concept	Reading Standards for Literature	
learning standard / discipline		Craft and Structure
descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
state goal / disciplinary concept	Reading Standards: Foundational Skills	
learning standard / discipline		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
standard	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
state goal / disciplinary concept	Reading Standards: Foundational Skills	
learning standard / discipline		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
standard	RF.K.2.a.	Recognize and produce rhyming words.
standard	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
standard	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
state goal / disciplinary concept	Speaking and Listening Standards	
learning standard / discipline		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
standard	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.K.1.a.	Print many upper- and lowercase letters.
STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
STANDARD	L.K.4.b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

STANDARD	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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Week 13: Introduction to Unit 1 Note Making and Outlines, p. 129-137

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE	Range of Reading and Level of Text Complexity	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE	Production and Distribution of Writing	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE	Knowledge of Language	

descriptor / content discipline	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

learning standard / discipline		Vocabulary Acquisition and Use
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descriptor / content discipline	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

learning standard / discipline		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

learning standard / discipline		Integration of Knowledge and Ideas
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descriptor / content discipline	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

learning standard / discipline		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

standard	RF.K.2.a.	Recognize and produce rhyming words.
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standard	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
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standard	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
STATE GOAL / DISCIPLINARY CONCEPT	descriptor / content discipline	standard
	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STANDARD SL.K.1.b. Continue a conversation through multiple exchanges.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
STATE GOAL / DISCIPLINARY CONCEPT	descriptor / content discipline	standard
	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
STATE GOAL / DISCIPLINARY CONCEPT	descriptor / content discipline	standard
	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD L.K.1.b. Use frequently occurring nouns and verbs.

STANDARD L.K.1.f. Produce and expand complete sentences in shared language activities.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
STATE GOAL / DISCIPLINARY CONCEPT	descriptor / content discipline	standard
	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD L.K.2.a. Capitalize the first word in a sentence and the pronoun I.

STANDARD L.K.2.b. Recognize and name end punctuation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE	Vocabulary Acquisition and Use	
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descriptor / content discipline	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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Week 14: Introduction to Unit 2 Modeling Writing from Notes, p. 139-147

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
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LEARNING STANDARD / DISCIPLINE	Range of Reading and Level of Text Complexity	
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descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
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LEARNING STANDARD / DISCIPLINE	Production and Distribution of Writing	
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descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
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LEARNING STANDARD / DISCIPLINE	Range of Writing	
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descriptor / content discipline	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
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LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
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descriptor / content discipline	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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descriptor / content discipline	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
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descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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standard	RF.K.2.a.	Recognize and produce rhyming words.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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standard	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.K.1.a.	Print many upper- and lowercase letters.
STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
STANDARD	L.K.2.b.	Recognize and name end punctuation.
STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Week 15: Unit 2 Modeling Writing from Notes, p. 149-155

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
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LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
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LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
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LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
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LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
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LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

STANDARD RF.K.2.a. Recognize and produce rhyming words.

STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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STANDARD SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STANDARD SL.K.1.b. Continue a conversation through multiple exchanges.

STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD L.K.1.b. Use frequently occurring nouns and verbs.

STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD L.K.2.a. Capitalize the first word in a sentence and the pronoun I.

STANDARD	L.K.2.b.	Recognize and name end punctuation.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

STANDARD	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
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STANDARD	L.K.4.b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Week 16: Unit 2 Modeling Writing from Notes, p. 157-163

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Range of Writing
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descriptor / content discipline CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline CCRA.L. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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descriptor / content discipline CCRA.L. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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descriptor / content discipline CCRA.L. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Phonological Awareness
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
STANDARD	RF.K.2.a.	Recognize and produce rhyming words.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
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STANDARD	L.K.2.b.	Recognize and name end punctuation.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
descriptor / content discipline	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

STANDARD	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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descriptor / content discipline	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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Week 17: Unit 2 Modeling Writing from Notes, p. 165-171

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
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LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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descriptor / content discipline	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
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LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
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LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
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LEARNING STANDARD / DISCIPLINE		Range of Writing
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descriptor / content discipline	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	CCRA.L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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descriptor / content discipline	CCRA.L 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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descriptor / content discipline	CCRA.L 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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descriptor / content discipline	CCRA.L 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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descriptor / content discipline	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

STANDARD	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
descriptor / content discipline	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

STANDARD	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
--------------------------------	--	---------------------------------

descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

learning standard / discipline		Conventions of Standard English
descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

standard	L.K.1.b.	Use frequently occurring nouns and verbs.
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standard	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

learning standard / discipline		Conventions of Standard English
descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

standard	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
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standard	L.K.2.b.	Recognize and name end punctuation.
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standard	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

learning standard / discipline		Vocabulary Acquisition and Use
descriptor / content discipline	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

standard	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
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standard	L.K.4.b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

learning standard / discipline		Vocabulary Acquisition and Use
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descriptor / content discipline	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
STANDARD	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE	Vocabulary Acquisition and Use	

descriptor / content discipline	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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Week 18: Introduction to Unit 3 Modeling Telling Narrative Stories, p. 173-183

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE	Key Ideas and Details	
descriptor / content discipline	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

descriptor / content discipline	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE	Range of Reading and Level of Text Complexity	

descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE	Production and Distribution of Writing	

descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Speaking and Listening	
learning standard / discipline		Comprehension and Collaboration
descriptor / content discipline	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Language	
learning standard / discipline		Conventions of Standard English
descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Language	
learning standard / discipline		Knowledge of Language
descriptor / content discipline	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Language	
learning standard / discipline		Vocabulary Acquisition and Use
descriptor / content discipline	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
descriptor / content discipline	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
state goal / disciplinary concept	Reading Standards for Literature	
learning standard / discipline		Key Ideas and Details

descriptor / content discipline	RL.K.2.	With prompting and support, retell familiar stories, including key details.
descriptor / content discipline	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
state goal / disciplinary concept	Reading Standards for Literature	
learning standard / discipline		Craft and Structure
descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
state goal / disciplinary concept	Reading Standards: Foundational Skills	
learning standard / discipline		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
standard	RF.K.2.a.	Recognize and produce rhyming words.
standard	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
state goal / disciplinary concept	Speaking and Listening Standards	
learning standard / discipline		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
standard	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
standard	SL.K.1.b.	Continue a conversation through multiple exchanges.
state goal / disciplinary concept	Speaking and Listening Standards	
learning standard / discipline		Comprehension and Collaboration

descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
state goal / disciplinary concept	Language Standards	
learning standard / discipline		Conventions of Standard English
descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
standard	L.K.1.b.	Use frequently occurring nouns and verbs.
standard	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
standard	L.K.1.f.	Produce and expand complete sentences in shared language activities.
state goal / disciplinary concept	Language Standards	
learning standard / discipline		Conventions of Standard English
descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
standard	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
standard	L.K.2.b.	Recognize and name end punctuation.
state goal / disciplinary concept	Language Standards	
learning standard / discipline		Vocabulary Acquisition and Use
descriptor / content discipline	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
standard	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
state goal / disciplinary concept	Language Standards	
learning standard / discipline		Vocabulary Acquisition and Use
descriptor / content discipline	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

**LEARNING
STANDARD /
DISCIPLINE**

Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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Week 19: Unit 3 Modeling Telling Narrative Stories, p. 185-191

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

**LEARNING
STANDARD /
DISCIPLINE**

Key Ideas and Details

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

**LEARNING
STANDARD /
DISCIPLINE**

Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

**LEARNING
STANDARD /
DISCIPLINE**

Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	CCRA.L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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descriptor / content discipline	CCRA.L 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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descriptor / content discipline	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

STANDARD	RF.K.2.a.	Recognize and produce rhyming words.
STANDARD	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
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STANDARD	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
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STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
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LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
---------------------------------------	--	--

descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
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STANDARD	L.K.2.b.	Recognize and name end punctuation.
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STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
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LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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descriptor / content discipline	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
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STANDARD	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
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Week 20: Unit 3 Modeling Telling Narrative Stories, p. 193-199

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
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LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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descriptor / content discipline	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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descriptor / content discipline	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE	Range of Reading and Level of Text Complexity	
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descriptor / content discipline

CCRA.R.
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE	Production and Distribution of Writing	
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descriptor / content discipline

CCRA.W.
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
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descriptor / content discipline

CCRA.S.
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	
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descriptor / content discipline

CCRA.L.
2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE	Key Ideas and Details	
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descriptor / content discipline

RL.K.2.

With prompting and support, retell familiar stories, including key details.

descriptor / content discipline

RL.K.3.

With prompting and support, identify characters, settings, and major events in a story.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

standard	RF.K.2.a.	Recognize and produce rhyming words.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

standard	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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standard	SL.K.1.b.	Continue a conversation through multiple exchanges.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD L.K.1.b. Use frequently occurring nouns and verbs.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD L.K.2.a. Capitalize the first word in a sentence and the pronoun I.

STANDARD L.K.2.b. Recognize and name end punctuation.

Week 21: Introduction to Unit 5 Modeling Writing from Pictures, p. 201-211

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

descriptor / content discipline	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

learning standard / discipline		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

learning standard / discipline		Integration of Knowledge and Ideas
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descriptor / content discipline	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

learning standard / discipline		Text Types and Purposes
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descriptor / content discipline	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

learning standard / discipline		Comprehension and Collaboration
--------------------------------	--	---------------------------------

descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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standard	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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standard	SL.K.1.b.	Continue a conversation through multiple exchanges.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

learning standard / discipline		Comprehension and Collaboration
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descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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STATE GOAL / DISCIPLINARY CONCEPT	Language Standards
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learning standard / discipline		Conventions of Standard English
descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

standard	L.K.1.b.	Use frequently occurring nouns and verbs.
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standard	L.K.1.f.	Produce and expand complete sentences in shared language activities.
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STATE GOAL / DISCIPLINARY CONCEPT	Language Standards
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learning standard / discipline		Conventions of Standard English
descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

standard	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
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standard	L.K.2.b.	Recognize and name end punctuation.
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STATE GOAL / DISCIPLINARY CONCEPT	Language Standards
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learning standard / discipline		Vocabulary Acquisition and Use
descriptor / content discipline	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

standard	L.K.4.b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
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Week 22: Unit 5 Modeling Writing from Pictures, p. 213-219

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
descriptor / content discipline	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
descriptor / content discipline	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
descriptor / content discipline	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
descriptor / content discipline	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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**descriptor /
content
discipline**CCRA.L.
2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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**descriptor /
content
discipline**CCRA.L.
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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**descriptor /
content
discipline**CCRA.L.
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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**descriptor /
content
discipline**

RL.K.2.

With prompting and support, retell familiar stories, including key details.

**descriptor /
content
discipline**

RL.K.3.

With prompting and support, identify characters, settings, and major events in a story.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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**descriptor /
content
discipline**

RL.K.5.

Recognize common types of texts (e.g., storybooks, poems).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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**descriptor /
content
discipline**

RL.K.7.

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

STANDARD

RF.K.2.a.

Recognize and produce rhyming words.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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**descriptor /
content
discipline**

W.K.3.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD

SL.K.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STANDARD

SL.K.1.b.

Continue a conversation through multiple exchanges.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
STANDARD	L.K.2.b.	Recognize and name end punctuation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Week 23: Unit 5 Modeling Writing from Pictures, p. 221-227

Illinois Learning Standards**Language Arts**

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

descriptor / content discipline	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
descriptor / content discipline	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Reading	
learning standard / discipline		Range of Reading and Level of Text Complexity
descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Writing	
learning standard / discipline		Text Types and Purposes
descriptor / content discipline	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Writing	
learning standard / discipline		Production and Distribution of Writing
descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Speaking and Listening	
learning standard / discipline		Comprehension and Collaboration
descriptor / content discipline	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Language	
learning standard / discipline		Conventions of Standard English

descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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state goal / disciplinary concept	Reading Standards for Literature
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learning standard / discipline	Key Ideas and Details
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descriptor / content discipline	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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state goal / disciplinary concept	Reading Standards for Literature
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learning standard / discipline	Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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state goal / disciplinary concept	Reading Standards for Literature
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learning standard / discipline	Integration of Knowledge and Ideas
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descriptor / content discipline	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
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state goal / disciplinary concept	Reading Standards: Foundational Skills
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learning standard / discipline	Phonological Awareness
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descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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standard	RF.K.2.a.	Recognize and produce rhyming words.
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state goal / disciplinary concept	Writing Standards
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learning standard / discipline	Text Types and Purposes
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descriptor / content discipline	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
STATE GOAL / DISCIPLINARY CONCEPT	descriptor / content discipline	descriptor / content discipline
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STANDARD SL.K.1.b. Continue a conversation through multiple exchanges.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
STATE GOAL / DISCIPLINARY CONCEPT	descriptor / content discipline	descriptor / content discipline
STANDARD	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
STATE GOAL / DISCIPLINARY CONCEPT	descriptor / content discipline	descriptor / content discipline
STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD L.K.1.b. Use frequently occurring nouns and verbs.

STANDARD L.K.1.f. Produce and expand complete sentences in shared language activities.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
STATE GOAL / DISCIPLINARY CONCEPT	descriptor / content discipline	descriptor / content discipline
STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD L.K.2.a. Capitalize the first word in a sentence and the pronoun I.

STANDARD L.K.2.b. Recognize and name end punctuation.

Week 24: Unit 5 Modeling Writing from Pictures, p. 229-235

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
descriptor / content discipline	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
descriptor / content discipline	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
descriptor / content discipline	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
descriptor / content discipline	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration****descriptor /
content
discipline**CCRA.S
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English****descriptor /
content
discipline**CCRA.L
2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Knowledge of Language****descriptor /
content
discipline**CCRA.L
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Vocabulary Acquisition and Use****descriptor /
content
discipline**CCRA.L
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**descriptor /
content
discipline**CCRA.L
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature****LEARNING
STANDARD /
DISCIPLINE****Key Ideas and Details****descriptor /
content
discipline**

RL.K.3.

With prompting and support, identify characters, settings, and major events in a story.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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**descriptor /
content
discipline**

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

**descriptor /
content
discipline**

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Phonological Awareness
descriptor / content discipline	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

STANDARD

RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
--------------------------------	--	-------------------------

**descriptor /
content
discipline**

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD

SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STANDARD

SL.K.1.b. Continue a conversation through multiple exchanges.

STATE GOAL / DISCIPLINARY CONCEPT			Speaking and Listening Standards				
LEARNING STANDARD / DISCIPLINE			Comprehension and Collaboration				
DISCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.					
STATE GOAL / DISCIPLINARY CONCEPT			Language Standards				
LEARNING STANDARD / DISCIPLINE			Conventions of Standard English				
DISCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.					
STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.					
STATE GOAL / DISCIPLINARY CONCEPT			Language Standards				
LEARNING STANDARD / DISCIPLINE			Conventions of Standard English				
DISCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.					
STANDARD	L.K.2.b.	Recognize and name end punctuation.					
STATE GOAL / DISCIPLINARY CONCEPT			Language Standards				
LEARNING STANDARD / DISCIPLINE			Vocabulary Acquisition and Use				
DISCRIPTOR / CONTENT DISCIPLINE	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.					
STANDARD	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).					
STATE GOAL / DISCIPLINARY CONCEPT			Language Standards				

LEARNING STANDARD / DISCIPLINE	Vocabulary Acquisition and Use	
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descriptor / content discipline	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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Week 25: Revisiting Unit 2, p. 243-249

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
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LEARNING STANDARD / DISCIPLINE	Range of Reading and Level of Text Complexity	
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descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
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LEARNING STANDARD / DISCIPLINE	Production and Distribution of Writing	
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descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
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LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
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descriptor / content discipline	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
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LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	
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descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE	Craft and Structure	
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descriptor / content discipline RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE	Integration of Knowledge and Ideas	
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descriptor / content discipline RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE	Print Concepts	
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.

standard RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

standard SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

standard SL.K.1.b. Continue a conversation through multiple exchanges.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	
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descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD L.K.1.f. Produce and expand complete sentences in shared language activities.

STATE GOAL / DISCIPLINARY CONCEPT	Language Standards
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LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD L.K.2.a. Capitalize the first word in a sentence and the pronoun I.

STANDARD L.K.2.b. Recognize and name end punctuation.

Week 26: Revisiting Unit 2, p. 251-257

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading
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LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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descriptor / content discipline CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing
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LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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descriptor / content discipline CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening
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LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Language	
learning standard / discipline		Conventions of Standard English
descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
state goal / disciplinary concept	Reading Standards for Literature	
learning standard / discipline		Craft and Structure
descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
state goal / disciplinary concept	Reading Standards for Literature	
learning standard / discipline		Integration of Knowledge and Ideas
descriptor / content discipline	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
state goal / disciplinary concept	Reading Standards: Foundational Skills	
learning standard / discipline		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
standard	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
state goal / disciplinary concept	Speaking and Listening Standards	
learning standard / discipline		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
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STANDARD	L.K.2.b.	Recognize and name end punctuation.
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Week 27: Revisiting Unit 2, p. 259-265

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

learning standard / discipline	Production and Distribution of Writing	
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descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Speaking and Listening**

learning standard / discipline	Comprehension and Collaboration	
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descriptor / content discipline	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

learning standard / discipline	Conventions of Standard English	
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descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

learning standard / discipline	Craft and Structure	
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

learning standard / discipline	Integration of Knowledge and Ideas	
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descriptor / content discipline	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.

STANDARD	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
STANDARD	L.K.2.b.	Recognize and name end punctuation.

Week 28: Revisiting Unit 2, p. 267-273

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE	Range of Reading and Level of Text Complexity	
descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE	Production and Distribution of Writing	
descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
descriptor / content discipline	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	
descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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descriptor / content discipline	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.

standard	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

standard	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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standard	SL.K.1.b.	Continue a conversation through multiple exchanges.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

learning standard / discipline		Conventions of Standard English
descriptor / content discipline	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

standard	L.K.1.f.	Produce and expand complete sentences in shared language activities.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

learning standard / discipline		Conventions of Standard English
descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

standard	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
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standard	L.K.2.b.	Recognize and name end punctuation.
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Week 29: Revisiting Unit 2, p. 275-282

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

learning standard / discipline		Range of Reading and Level of Text Complexity
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descriptor / content discipline	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

learning standard / discipline		Production and Distribution of Writing
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descriptor / content discipline	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Speaking and Listening	
learning standard / discipline		Comprehension and Collaboration
descriptor / content discipline	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
state goal / disciplinary concept	College and Career Readiness Anchor Standards for Language	
learning standard / discipline		Conventions of Standard English
descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
state goal / disciplinary concept	Reading Standards for Literature	
learning standard / discipline		Craft and Structure
descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
state goal / disciplinary concept	Reading Standards for Informational Text	
learning standard / discipline		Integration of Knowledge and Ideas
descriptor / content discipline	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
state goal / disciplinary concept	Reading Standards: Foundational Skills	
learning standard / discipline		Print Concepts
descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.

STANDARD	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
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STANDARD	L.K.2.b.	Recognize and name end punctuation.
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Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

**LEARNING
STANDARD /
DISCIPLINE**

Range of Reading and Level of Text Complexity

**descriptor /
content
discipline**

CCRA.R.
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

**LEARNING
STANDARD /
DISCIPLINE**

Text Types and Purposes

**descriptor /
content
discipline**

CCRA.W.
3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

**LEARNING
STANDARD /
DISCIPLINE**

Production and Distribution of Writing

**descriptor /
content
discipline**

CCRA.W.
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

**LEARNING
STANDARD /
DISCIPLINE**

Comprehension and Collaboration

**descriptor /
content
discipline**

CCRA.S.
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

**LEARNING
STANDARD /
DISCIPLINE**

Presentation of Knowledge and Ideas

**descriptor /
content
discipline**

CCRA.S.
L.4.

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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descriptor / content discipline	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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descriptor / content discipline	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

descriptor / content discipline	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Print Concepts
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descriptor / content discipline	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
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standard	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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descriptor / content discipline	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE	Research to Build and Present Knowledge	
descriptor / content discipline	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
descriptor / content discipline	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE	Comprehension and Collaboration	
descriptor / content discipline	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	
descriptor / content discipline	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
STANDARD	L.K.2.b.	Recognize and name end punctuation.