Classroom Supplement Units Grade 1

Pre-writing

Illinois Learning Standards

Language Arts

Grade **1** - Adopted: **2010**

STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 1.1.	Ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 3.	Describe characters, settings, and major events in a story, using key details.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 7.	Use illustrations and details in a story to describe its characters, setting, or events.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonological Awareness
LEARNING STANDARD / PERFORMANCE	CC.1.R.F. 2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

DESCRIPTOR		
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.a.	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.b.	Decode regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING		Comprehension and Collaboration

STANDARD		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 6.	Produce complete sentences when appropriate to task and situation.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.a.	Print all upper- and lowercase letters.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.b.	Use common, proper, and possessive nouns.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.f.	Use frequently occurring adjectives.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.1.L.2. b.	Use end punctuation for sentences.
PERFORMANCE DESCRIPTOR	CC.1.L.2. c.	Use commas in dates and to separate single words in a series.
PERFORMANCE	CC.1.L.2.	Use conventional spelling for words with common spelling patterns and for

DESCRIPTOR	d.	frequently occurring irregular words.
PERFORMANCE DESCRIPTOR	CC.1.L.2. e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.1.L.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE DESCRIPTOR	CC.1.L.4. c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

Illinois Learning Standards

Language Arts

Grade **1** - Adopted: **2010**

STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 1.1.	Ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 3.	Describe characters, settings, and major events in a story, using key details.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 7.	Use illustrations and details in a story to describe its characters, setting, or events.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonological Awareness
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.1.R.F.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE DESCRIPTOR	CC.1.R.F.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.1.R.F.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE DESCRIPTOR	CC.1.R.F.3.b.	Decode regularly spelled one-syllable words.
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.1.R.F.4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.1.R.F.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE DESCRIPTOR	CC.1.R.F.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD /	CC.1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).

PERFORMANCE DESCRIPTOR		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 6.	Produce complete sentences when appropriate to task and situation.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.b.	Use common, proper, and possessive nouns.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.f.	Use frequently occurring adjectives.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING	CC.1.L.2.	Demonstrate command of the conventions of standard English capitalization,

STANDARD / PERFORMANCE DESCRIPTOR		punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.1.L.2. d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE DESCRIPTOR	CC.1.L.2. e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.1.L.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.1.L.5. c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 2

Illinois Learning Standards

Language Arts

Grade **1** - Adopted: **2010**

STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 1.1.	Ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 3.	Describe characters, settings, and major events in a story, using key details.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STATE GOAL /	IL.1.R.L.	Reading Standards for Literature

STRAND		
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 7.	Use illustrations and details in a story to describe its characters, setting, or events.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STATE GOAL / STRAND	IL.1.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 1.1.	Ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 2.	Identify the main topic and retell key details of a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
STATE GOAL / STRAND	IL.1.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STATE GOAL / STRAND	IL.1.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 7.	Use the illustrations and details in a text to describe its key ideas.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 8.	Identify the reasons an author gives to support points in a text.
STATE GOAL / STRAND	IL.1.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE	CC.1.R.I. 10.	With prompting and support, read informational texts appropriately complex for grade

DESCRIPTOR		
STATE GOAL / STRAND	**IL.1.R.F.**	**Reading Standards: Foundational Skills**
STATE GOAL / LEARNING STANDARD		**Phonological Awareness**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	**CC.1.R.F. 2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANCE DESCRIPTOR	**CC.1.R.F. 2.a.**	**Distinguish long from short vowel sounds in spoken single-syllable words.**
PERFORMANCE DESCRIPTOR	**CC.1.R.F. 2.b.**	**Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.**
STATE GOAL / STRAND	**IL.1.R.F.**	**Reading Standards: Foundational Skills**
STATE GOAL / LEARNING STANDARD		**Phonics and Word Recognition**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	**CC.1.R.F. 3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
PERFORMANCE DESCRIPTOR	**CC.1.R.F. 3.a.**	**Know the spelling-sound correspondences for common consonant digraphs.**
PERFORMANCE DESCRIPTOR	**CC.1.R.F. 3.b.**	**Decode regularly spelled one-syllable words.**
PERFORMANCE DESCRIPTOR	**CC.1.R.F. 3.c.**	**Know final -e and common vowel team conventions for representing long vowel sounds.**
STATE GOAL / STRAND	**IL.1.R.F.**	**Reading Standards: Foundational Skills**
STATE GOAL / LEARNING STANDARD		**Fluency**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	**CC.1.R.F. 4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE DESCRIPTOR	**CC.1.R.F. 4.a.**	**Read on-level text with purpose and understanding.**
PERFORMANCE DESCRIPTOR	**CC.1.R.F. 4.b.**	**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
PERFORMANCE DESCRIPTOR	**CC.1.R.F. 4.c.**	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
STATE GOAL / STRAND	**IL.1.W.**	**Writing Standards**
STATE GOAL / LEARNING STANDARD		**Text Types and Purposes**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	**CC.1.W.2.**	**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	**CC.1.W.3.**	**Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**
STATE GOAL / STRAND	**IL.1.W.**	**Writing Standards**
STATE GOAL / LEARNING STANDARD		**Production and Distribution of Writing**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	**CC.1.W.5.**	**With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**

STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.1.SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.1.SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE DESCRIPTOR	CC.1.SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL.6.	Produce complete sentences when appropriate to task and situation.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.b.	Use common, proper, and possessive nouns.
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.f.	Use frequently occurring adjectives.
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English

LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.1.L.2.b.	Use end punctuation for sentences.
PERFORMANCE DESCRIPTOR	CC.1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE DESCRIPTOR	CC.1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

Illinois Learning Standards

Language Arts

Grade **1** - Adopted: **2010**

STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L.1.1.	Ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L.3.	Describe characters, settings, and major events in a story, using key details.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature

STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 7.	Use illustrations and details in a story to describe its characters, setting, or events.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonological Awareness
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.a.	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.b.	Decode regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD /	CC.1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event

PERFORMANCE DESCRIPTOR		order, and provide some sense of closure.
STATE GOAL / STRAND	**IL.1.W.**	**Writing Standards**
STATE GOAL / LEARNING STANDARD		**Production and Distribution of Writing**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STATE GOAL / STRAND	**IL.1.W.**	**Writing Standards**
STATE GOAL / LEARNING STANDARD		**Research to Build and Present Knowledge**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
STATE GOAL / STRAND	**IL.1.SL.**	**Speaking and Listening Standards**
STATE GOAL / LEARNING STANDARD		**Comprehension and Collaboration**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STATE GOAL / STRAND	**IL.1.SL.**	**Speaking and Listening Standards**
STATE GOAL / LEARNING STANDARD		**Comprehension and Collaboration**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STATE GOAL / STRAND	**IL.1.SL.**	**Speaking and Listening Standards**
STATE GOAL / LEARNING STANDARD		**Presentation of Knowledge and Ideas**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 6.	Produce complete sentences when appropriate to task and situation.
STATE GOAL / STRAND	**IL.1.L.**	**Language Standards**
STATE GOAL / LEARNING STANDARD		**Conventions of Standard English**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.b.	Use common, proper, and possessive nouns.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

PERFORMANCE DESCRIPTOR	CC.1.L.1.1.f.	Use frequently occurring adjectives.
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.1.L.2.b.	Use end punctuation for sentences.
PERFORMANCE DESCRIPTOR	CC.1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE DESCRIPTOR	CC.1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 4

Illinois Learning Standards

Language Arts

Grade **1** - Adopted: **2010**

STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L.1.1.	Ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L.3.	Describe characters, settings, and major events in a story, using key details.
STATE GOAL /	IL.1.R.L.	Reading Standards for Literature

STRAND		
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 7.	Use illustrations and details in a story to describe its characters, setting, or events.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STATE GOAL / STRAND	IL.1.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 1.1.	Ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 2.	Identify the main topic and retell key details of a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
STATE GOAL / STRAND	IL.1.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STATE GOAL / STRAND	IL.1.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 7.	Use the illustrations and details in a text to describe its key ideas.
LEARNING STANDARD / PERFORMANCE	CC.1.R.I. 8.	Identify the reasons an author gives to support points in a text.

DESCRIPTOR		
STATE GOAL / STRAND	IL.1.R.I.	**Reading Standards for Informational Text**
STATE GOAL / LEARNING STANDARD		**Range of Reading and Level of Text Complexity**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.I. 10.	**With prompting and support, read informational texts appropriately complex for grade**
STATE GOAL / STRAND	IL.1.R.F.	**Reading Standards: Foundational Skills**
STATE GOAL / LEARNING STANDARD		**Phonological Awareness**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.a.	**Distinguish long from short vowel sounds in spoken single-syllable words.**
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.c.	**Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.**
STATE GOAL / STRAND	IL.1.R.F.	**Reading Standards: Foundational Skills**
STATE GOAL / LEARNING STANDARD		**Phonics and Word Recognition**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.	**Know and apply grade-level phonics and word analysis skills in decoding words.**
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.a.	**Know the spelling-sound correspondences for common consonant digraphs.**
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.b.	**Decode regularly spelled one-syllable words.**
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.c.	**Know final -e and common vowel team conventions for representing long vowel sounds.**
STATE GOAL / STRAND	IL.1.R.F.	**Reading Standards: Foundational Skills**
STATE GOAL / LEARNING STANDARD		**Fluency**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.a.	**Read on-level text with purpose and understanding.**
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.b.	**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.c.	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
STATE GOAL / STRAND	IL.1.W.	**Writing Standards**
STATE GOAL / LEARNING STANDARD		**Text Types and Purposes**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.2.	**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
STATE GOAL / STRAND	IL.1.W.	**Writing Standards**
STATE GOAL / LEARNING		**Production and Distribution of Writing**

STANDARD		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STATE GOAL / STRAND	**IL.1.W.**	**Writing Standards**
STATE GOAL / LEARNING STANDARD		**Research to Build and Present Knowledge**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STATE GOAL / STRAND	**IL.1.SL.**	**Speaking and Listening Standards**
STATE GOAL / LEARNING STANDARD		**Comprehension and Collaboration**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STATE GOAL / STRAND	**IL.1.SL.**	**Speaking and Listening Standards**
STATE GOAL / LEARNING STANDARD		**Comprehension and Collaboration**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STATE GOAL / STRAND	**IL.1.SL.**	**Speaking and Listening Standards**
STATE GOAL / LEARNING STANDARD		**Presentation of Knowledge and Ideas**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 6.	Produce complete sentences when appropriate to task and situation.
STATE GOAL / STRAND	**IL.1.L.**	**Language Standards**
STATE GOAL / LEARNING STANDARD		**Conventions of Standard English**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE	CC.1.L.1.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked

DESCRIPTOR	1.e.	home; Today I walk home; Tomorrow I will walk home).
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.f.	Use frequently occurring adjectives.
PERFORMANCE DESCRIPTOR	CC.1.L.1. 1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.1.L.2. b.	Use end punctuation for sentences.
PERFORMANCE DESCRIPTOR	CC.1.L.2. d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE DESCRIPTOR	CC.1.L.2. e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.1.L.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.1.L.5. c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

Illinois Learning Standards

Language Arts

Grade **1** - Adopted: **2010**

STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 1.1.	Ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 3.	Describe characters, settings, and major events in a story, using key details.

STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 7.	Use illustrations and details in a story to describe its characters, setting, or events.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonological Awareness
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.a.	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.b.	Decode regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.	Read with sufficient accuracy and fluency to support comprehension.

PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 6.	Produce complete sentences when appropriate to task and situation.

STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.b.	Use common, proper, and possessive nouns.
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.f.	Use frequently occurring adjectives.
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.1.L.2.b.	Use end punctuation for sentences.
PERFORMANCE DESCRIPTOR	CC.1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE DESCRIPTOR	CC.1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STATE GOAL / STRAND	IL.1.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

Illinois Learning Standards

Language Arts

Grade **1** - Adopted: **2010**

STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL /		Key Ideas and Details

LEARNING STANDARD		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 1.1.	Ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 3.	Describe characters, settings, and major events in a story, using key details.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 7.	Use illustrations and details in a story to describe its characters, setting, or events.
STATE GOAL / STRAND	IL.1.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.L. 10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonological Awareness
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.a.	Know the spelling-sound correspondences for common consonant digraphs.

PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.b.	Decode regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STATE GOAL / STRAND	IL.1.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.1.R.F. 4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STATE GOAL / STRAND	IL.1.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE DESCRIPTOR	CC.1.SL. 1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STATE GOAL / STRAND	IL.1.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD /	CC.1.SL. 3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

PERFORMANCE DESCRIPTOR		
STATE GOAL / STRAND	**IL.1.SL.**	**Speaking and Listening Standards**
STATE GOAL / LEARNING STANDARD		**Presentation of Knowledge and Ideas**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.SL.6.	**Produce complete sentences when appropriate to task and situation.**
STATE GOAL / STRAND	**IL.1.L.**	**Language Standards**
STATE GOAL / LEARNING STANDARD		**Conventions of Standard English**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.1.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.b.	**Use common, proper, and possessive nouns.**
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.c.	**Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.f.	**Use frequently occurring adjectives.**
PERFORMANCE DESCRIPTOR	CC.1.L.1.1.j.	**Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**
STATE GOAL / STRAND	**IL.1.L.**	**Language Standards**
STATE GOAL / LEARNING STANDARD		**Conventions of Standard English**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE DESCRIPTOR	CC.1.L.2.b.	**Use end punctuation for sentences.**
PERFORMANCE DESCRIPTOR	CC.1.L.2.d.	**Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.**
PERFORMANCE DESCRIPTOR	CC.1.L.2.e.	**Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**
STATE GOAL / STRAND	**IL.1.L.**	**Language Standards**
STATE GOAL / LEARNING STANDARD		**Vocabulary Acquisition and Use**
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.1.L.5.	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
PERFORMANCE DESCRIPTOR	CC.1.L.5.c.	**Identify real-life connections between words and their use (e.g., note places at home that are cozy).**