

Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: Illinois Learning Standards

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Illinois Learning Standards

Language Arts

Grade 2 - Adopted: 2010

STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING		Key Ideas and Details

STANDARD		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.b.	Know spelling-sound correspondences for additional common vowel teams.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.c.	Decode regularly spelled two-syllable words with long vowels.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.d.	Decode words with common prefixes and suffixes.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD /	CC.2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

PERFORMANCE DESCRIPTOR		
PERFORMANCE DESCRIPTOR	CC.2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.2.L.1.a.	Use collective nouns (e.g., group).
PERFORMANCE DESCRIPTOR	CC.2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
PERFORMANCE DESCRIPTOR	CC.2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
PERFORMANCE DESCRIPTOR	CC.2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STATE GOAL / STRAND	IL.2.L.	Language Standards

STATE GOAL / LEARNING STANDARD		Knowledge of Language
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE DESCRIPTOR	CC.2.L.3. a.	Compare formal and informal uses of English.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.2.L.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE DESCRIPTOR	CC.2.L.4. b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
PERFORMANCE DESCRIPTOR	CC.2.L.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.2.L.5. b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 1

Illinois Learning Standards

Language Arts

Grade 2 - Adopted: 2010

STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LEARNING STANDARD / PERFORMANCE	CC.2.R.L. 3.	Describe how characters in a story respond to major events and challenges.

DESCRIPTOR		
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas

LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I.8.	Describe how reasons support specific points the author makes in a text.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.b.	Know spelling-sound correspondences for additional common vowel teams.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.c.	Decode regularly spelled two-syllable words with long vowels.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.d.	Decode words with common prefixes and suffixes.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE	CC.2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

DESCRIPTOR		
PERFORMANCE DESCRIPTOR	CC.2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.2.L.1.a.	Use collective nouns (e.g., group).
PERFORMANCE DESCRIPTOR	CC.2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
PERFORMANCE DESCRIPTOR	CC.2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
PERFORMANCE DESCRIPTOR	CC.2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
PERFORMANCE DESCRIPTOR	CC.2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
PERFORMANCE DESCRIPTOR	CC.2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).

STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Knowledge of Language
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE DESCRIPTOR	CC.2.L.3. a.	Compare formal and informal uses of English.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.2.L.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE DESCRIPTOR	CC.2.L.4. b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
PERFORMANCE DESCRIPTOR	CC.2.L.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
PERFORMANCE DESCRIPTOR	CC.2.L.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.2.L.5. a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
PERFORMANCE DESCRIPTOR	CC.2.L.5. b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 2

Illinois Learning Standards
Language Arts
Grade 2 - Adopted: 2010

STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

DESCRIPTOR		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LEARNING STANDARD /	CC.2.R.I. 6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

PERFORMANCE DESCRIPTOR		
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.b.	Know spelling-sound correspondences for additional common vowel teams.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.c.	Decode regularly spelled two-syllable words with long vowels.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.d.	Decode words with common prefixes and suffixes.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING	CC.2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen

STANDARD / PERFORMANCE DESCRIPTOR		writing as needed by revising and editing.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.2.L.1.a.	Use collective nouns (e.g., group).
PERFORMANCE DESCRIPTOR	CC.2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
PERFORMANCE DESCRIPTOR	CC.2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
PERFORMANCE DESCRIPTOR	CC.2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
PERFORMANCE	CC.2.L.1.	Use adjectives and adverbs, and choose between them depending on what is to be

DESCRIPTOR	e.	modified.
PERFORMANCE DESCRIPTOR	CC.2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.a.	Capitalize holidays, product names, and geographic names.
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Knowledge of Language
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE DESCRIPTOR	CC.2.L.3.a.	Compare formal and informal uses of English.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE DESCRIPTOR	CC.2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
PERFORMANCE DESCRIPTOR	CC.2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
PERFORMANCE DESCRIPTOR	CC.2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
PERFORMANCE DESCRIPTOR	CC.2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use

LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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Unit 3

Illinois Learning Standards

Language Arts

Grade 2 - Adopted: 2010

STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition

LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.b.	Know spelling-sound correspondences for additional common vowel teams.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.c.	Decode regularly spelled two-syllable words with long vowels.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.d.	Decode words with common prefixes and suffixes.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL /	IL.2.SL.	Speaking and Listening Standards

STRAND		
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.2.L.1.a.	Use collective nouns (e.g., group).
PERFORMANCE DESCRIPTOR	CC.2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
PERFORMANCE DESCRIPTOR	CC.2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
PERFORMANCE DESCRIPTOR	CC.2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Knowledge of Language

LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE DESCRIPTOR	CC.2.L.3. a.	Compare formal and informal uses of English.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.2.L.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE DESCRIPTOR	CC.2.L.4. b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
PERFORMANCE DESCRIPTOR	CC.2.L.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
PERFORMANCE DESCRIPTOR	CC.2.L.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.2.L.5. a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
PERFORMANCE DESCRIPTOR	CC.2.L.5. b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 4

Illinois Learning Standards

Language Arts

Grade 2 - Adopted: 2010

STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LEARNING	CC.2.R.L.	Describe how characters in a story respond to major events and challenges.

STANDARD / PERFORMANCE DESCRIPTOR	3.	
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I. 6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I.8.	Describe how reasons support specific points the author makes in a text.
STATE GOAL / STRAND	IL.2.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.I.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.b.	Know spelling-sound correspondences for additional common vowel teams.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.c.	Decode regularly spelled two-syllable words with long vowels.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.d.	Decode words with common prefixes and suffixes.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL /		Conventions of Standard English

LEARNING STANDARD		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.2.L.1. a.	Use collective nouns (e.g., group).
PERFORMANCE DESCRIPTOR	CC.2.L.1. b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
PERFORMANCE DESCRIPTOR	CC.2.L.1. c.	Use reflexive pronouns (e.g., myself, ourselves).
PERFORMANCE DESCRIPTOR	CC.2.L.1. d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
PERFORMANCE DESCRIPTOR	CC.2.L.1. e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
PERFORMANCE DESCRIPTOR	CC.2.L.1. f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.2. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.2.L.2. 2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
PERFORMANCE DESCRIPTOR	CC.2.L.2. 2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Knowledge of Language
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE DESCRIPTOR	CC.2.L.3. a.	Compare formal and informal uses of English.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.2.L.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE DESCRIPTOR	CC.2.L.4. b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
PERFORMANCE DESCRIPTOR	CC.2.L.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
PERFORMANCE DESCRIPTOR	CC.2.L.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use

LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.2.L.5. a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
PERFORMANCE DESCRIPTOR	CC.2.L.5. b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 5

Illinois Learning Standards
Language Arts
Grade 2 - Adopted: 2010

STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.b.	Know spelling-sound correspondences for additional common vowel teams.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.c.	Decode regularly spelled two-syllable words with long vowels.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.d.	Decode words with common prefixes and suffixes.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.2.L.1.a.	Use collective nouns (e.g., group).
PERFORMANCE	CC.2.L.1.	Use reflexive pronouns (e.g., myself, ourselves).

DESCRIPTOR	c.	
PERFORMANCE DESCRIPTOR	CC.2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
PERFORMANCE DESCRIPTOR	CC.2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Knowledge of Language
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE DESCRIPTOR	CC.2.L.3.a.	Compare formal and informal uses of English.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE DESCRIPTOR	CC.2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
PERFORMANCE DESCRIPTOR	CC.2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
PERFORMANCE DESCRIPTOR	CC.2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
PERFORMANCE DESCRIPTOR	CC.2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use

LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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Unit 7

Illinois Learning Standards

Language Arts

Grade 2 - Adopted: 2010

STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STATE GOAL / STRAND	IL.2.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.L. 10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition

LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.b.	Know spelling-sound correspondences for additional common vowel teams.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.c.	Decode regularly spelled two-syllable words with long vowels.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.d.	Decode words with common prefixes and suffixes.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
PERFORMANCE DESCRIPTOR	CC.2.R.F.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STATE GOAL / STRAND	IL.2.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.R.F.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.a.	Read on-level text with purpose and understanding.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE DESCRIPTOR	CC.2.R.F.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / STRAND	IL.2.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.

STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
PERFORMANCE DESCRIPTOR	CC.2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STATE GOAL / STRAND	IL.2.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.2.L.1.a.	Use collective nouns (e.g., group).
PERFORMANCE DESCRIPTOR	CC.2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
PERFORMANCE DESCRIPTOR	CC.2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
PERFORMANCE DESCRIPTOR	CC.2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD /	CC.2.L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE DESCRIPTOR		
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
PERFORMANCE DESCRIPTOR	CC.2.L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Knowledge of Language
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE DESCRIPTOR	CC.2.L.3.a.	Compare formal and informal uses of English.
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE DESCRIPTOR	CC.2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE DESCRIPTOR	CC.2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
PERFORMANCE DESCRIPTOR	CC.2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
PERFORMANCE DESCRIPTOR	CC.2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STATE GOAL / STRAND	IL.2.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).