

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Illinois Learning Standards

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010

STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .1.	With prompting and support, ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .3.	With prompting and support, identify characters, settings, and major events in a story.
STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .4.	Ask and answer questions about unknown words in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .5.	Recognize common types of texts (e.g., storybooks, poems).
STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .10.	Actively engage in group reading activities with purpose and understanding.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 1.	With prompting and support, ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 2.	With prompting and support, identify the main topic and retell key details of a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING		Craft and Structure

STANDARD		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 4.	With prompting and support, ask and answer questions about unknown words in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 8.	With prompting and support, identify the reasons an author gives to support points in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 10.	Actively engage in group reading activities with purpose and understanding.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Print Concepts
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.a.	Follow words from left to right, top to bottom, and page by page.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.c.	Understand that words are separated by spaces in print.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonological Awareness
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.a.	Recognize and produce rhyming words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.b.	Count, pronounce, blend, and segment syllables in spoken words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills

STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F.4.	Read emergent-reader texts with purpose and understanding.
STATE GOAL / STRAND	IL.K.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.W.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.K.SL.1.b.	Continue a conversation through multiple exchanges.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE	CC.K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

DESCRIPTOR		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.K.L.1.a.	Print many upper- and lowercase letters.
PERFORMANCE DESCRIPTOR	CC.K.L.1.b.	Use frequently occurring nouns and verbs.
PERFORMANCE DESCRIPTOR	CC.K.L.1.c.	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
PERFORMANCE DESCRIPTOR	CC.K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PERFORMANCE DESCRIPTOR	CC.K.L.1.f.	Produce and expand complete sentences in shared language activities.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
PERFORMANCE DESCRIPTOR	CC.K.L.2.b.	Recognize and name end punctuation.
PERFORMANCE DESCRIPTOR	CC.K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
PERFORMANCE DESCRIPTOR	CC.K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
PERFORMANCE	CC.K.L.5.	Identify real-life connections between words and their use (e.g., note places at

DESCRIPTOR	c.	school that are colorful).
PERFORMANCE DESCRIPTOR	CC.K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010

STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.1.	With prompting and support, ask and answer questions about key details in a text.
STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.4.	Ask and answer questions about unknown words in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.5.	Recognize common types of texts (e.g., storybooks, poems).
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I.1.	With prompting and support, ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I.2.	With prompting and support, identify the main topic and retell key details of a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I.4.	With prompting and support, ask and answer questions about unknown words in a text.

STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 8.	With prompting and support, identify the reasons an author gives to support points in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 10.	Actively engage in group reading activities with purpose and understanding.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Print Concepts
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.a.	Follow words from left to right, top to bottom, and page by page.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.c.	Understand that words are separated by spaces in print.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonological Awareness
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.a.	Recognize and produce rhyming words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.b.	Count, pronounce, blend, and segment syllables in spoken words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE	CC.K.R.F .3.	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR		
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F.4.	Read emergent-reader texts with purpose and understanding.
STATE GOAL / STRAND	IL.K.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.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.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.K.SL.1.b.	Continue a conversation through multiple exchanges.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.

LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.K.L.1.a.	Print many upper- and lowercase letters.
PERFORMANCE DESCRIPTOR	CC.K.L.1.b.	Use frequently occurring nouns and verbs.
PERFORMANCE DESCRIPTOR	CC.K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
PERFORMANCE DESCRIPTOR	CC.K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PERFORMANCE DESCRIPTOR	CC.K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
PERFORMANCE DESCRIPTOR	CC.K.L.1.f.	Produce and expand complete sentences in shared language activities.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
PERFORMANCE DESCRIPTOR	CC.K.L.2.b.	Recognize and name end punctuation.
PERFORMANCE DESCRIPTOR	CC.K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
PERFORMANCE DESCRIPTOR	CC.K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
PERFORMANCE DESCRIPTOR	CC.K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

PERFORMANCE DESCRIPTOR	CC.K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
PERFORMANCE DESCRIPTOR	CC.K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010

STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.1.	With prompting and support, ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.3.	With prompting and support, identify characters, settings, and major events in a story.
STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.4.	Ask and answer questions about unknown words in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.5.	Recognize common types of texts (e.g., storybooks, poems).
STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.10.	Actively engage in group reading activities with purpose and understanding.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I.1.	With prompting and support, ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE	CC.K.R.I.2.	With prompting and support, identify the main topic and retell key details of a text.

DESCRIPTOR		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 4.	With prompting and support, ask and answer questions about unknown words in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 8.	With prompting and support, identify the reasons an author gives to support points in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 10.	Actively engage in group reading activities with purpose and understanding.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Print Concepts
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.a.	Follow words from left to right, top to bottom, and page by page.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.c.	Understand that words are separated by spaces in print.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonological Awareness
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.a.	Recognize and produce rhyming words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.b.	Count, pronounce, blend, and segment syllables in spoken words.

PERFORMANCE DESCRIPTOR	CC.K.R.F .2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
PERFORMANCE DESCRIPTOR	CC.K.R.F .3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
PERFORMANCE DESCRIPTOR	CC.K.R.F .3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
PERFORMANCE DESCRIPTOR	CC.K.R.F .3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .4.	Read emergent-reader texts with purpose and understanding.
STATE GOAL / STRAND	IL.K.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.W.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
STATE GOAL / STRAND	IL.K.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STATE GOAL / STRAND	IL.K.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Research to Build and Present Knowledge
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.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.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING	CC.K.SL.	Participate in collaborative conversations with diverse partners about kindergarten

STANDARD / PERFORMANCE DESCRIPTOR	1.	topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.K.SL.1.b.	Continue a conversation through multiple exchanges.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.K.L.1.a.	Print many upper- and lowercase letters.
PERFORMANCE DESCRIPTOR	CC.K.L.1.b.	Use frequently occurring nouns and verbs.
PERFORMANCE DESCRIPTOR	CC.K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
PERFORMANCE DESCRIPTOR	CC.K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PERFORMANCE DESCRIPTOR	CC.K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
PERFORMANCE DESCRIPTOR	CC.K.L.1.f.	Produce and expand complete sentences in shared language activities.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE DESCRIPTOR	CC.K.L.2. a.	Capitalize the first word in a sentence and the pronoun I.
PERFORMANCE DESCRIPTOR	CC.K.L.2. b.	Recognize and name end punctuation.
PERFORMANCE DESCRIPTOR	CC.K.L.2. c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.K.L.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.4 .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
PERFORMANCE DESCRIPTOR	CC.K.L.4 .a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
PERFORMANCE DESCRIPTOR	CC.K.L.4 .b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.K.L.5. a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
PERFORMANCE DESCRIPTOR	CC.K.L.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
PERFORMANCE DESCRIPTOR	CC.K.L.5. c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
PERFORMANCE DESCRIPTOR	CC.K.L.5. d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.6 .	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010

STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .1.	With prompting and support, ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE	CC.K.R.L. .2.	With prompting and support, retell familiar stories, including key details.

DESCRIPTOR		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.3.	With prompting and support, identify characters, settings, and major events in a story.
STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.4.	Ask and answer questions about unknown words in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.5.	Recognize common types of texts (e.g., storybooks, poems).
STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L.10.	Actively engage in group reading activities with purpose and understanding.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I.1.	With prompting and support, ask and answer questions about key details in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I.4.	With prompting and support, ask and answer questions about unknown words in a text.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Print Concepts
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE DESCRIPTOR	CC.K.R.F.1.a.	Follow words from left to right, top to bottom, and page by page.
PERFORMANCE DESCRIPTOR	CC.K.R.F.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.

PERFORMANCE DESCRIPTOR	CC.K.R.F .1.c.	Understand that words are separated by spaces in print.
PERFORMANCE DESCRIPTOR	CC.K.R.F .1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonological Awareness
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.a.	Recognize and produce rhyming words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.b.	Count, pronounce, blend, and segment syllables in spoken words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
PERFORMANCE DESCRIPTOR	CC.K.R.F .2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.K.R.F .3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
PERFORMANCE DESCRIPTOR	CC.K.R.F .3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
PERFORMANCE DESCRIPTOR	CC.K.R.F .3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
PERFORMANCE DESCRIPTOR	CC.K.R.F .3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F .4.	Read emergent-reader texts with purpose and understanding.
STATE GOAL / STRAND	IL.K.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD /	CC.K.SL. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

PERFORMANCE DESCRIPTOR		
PERFORMANCE DESCRIPTOR	CC.K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.K.SL.1.b.	Continue a conversation through multiple exchanges.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.K.L.1.a.	Print many upper- and lowercase letters.
PERFORMANCE DESCRIPTOR	CC.K.L.1.b.	Use frequently occurring nouns and verbs.
PERFORMANCE DESCRIPTOR	CC.K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
PERFORMANCE DESCRIPTOR	CC.K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PERFORMANCE DESCRIPTOR	CC.K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
PERFORMANCE DESCRIPTOR	CC.K.L.1.f.	Produce and expand complete sentences in shared language activities.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE	CC.K.L.2.	Capitalize the first word in a sentence and the pronoun I.

DESCRIPTOR	a.	
PERFORMANCE DESCRIPTOR	CC.K.L.2. b.	Recognize and name end punctuation.
PERFORMANCE DESCRIPTOR	CC.K.L.2. c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.K.L.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.4 .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
PERFORMANCE DESCRIPTOR	CC.K.L.4 .a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.K.L.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
PERFORMANCE DESCRIPTOR	CC.K.L.5. c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
PERFORMANCE DESCRIPTOR	CC.K.L.5. d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.6 .	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Illinois Learning Standards

Language Arts

Grade K - Adopted: 2010

STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .1.	With prompting and support, ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .2.	With prompting and support, retell familiar stories, including key details.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .3.	With prompting and support, identify characters, settings, and major events in a story.

STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .4.	Ask and answer questions about unknown words in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .5.	Recognize common types of texts (e.g., storybooks, poems).
STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STATE GOAL / STRAND	IL.K.R.L.	Reading Standards for Literature
STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.L. .10.	Actively engage in group reading activities with purpose and understanding.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Key Ideas and Details
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 1.	With prompting and support, ask and answer questions about key details in a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 2.	With prompting and support, identify the main topic and retell key details of a text.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Craft and Structure
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 4.	With prompting and support, ask and answer questions about unknown words in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text
STATE GOAL / LEARNING STANDARD		Integration of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I. 8.	With prompting and support, identify the reasons an author gives to support points in a text.
STATE GOAL / STRAND	IL.K.R.I.	Reading Standards for Informational Text

STATE GOAL / LEARNING STANDARD		Range of Reading and Level of Text Complexity
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.I.10.	Actively engage in group reading activities with purpose and understanding.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Print Concepts
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE DESCRIPTOR	CC.K.R.F.1.a.	Follow words from left to right, top to bottom, and page by page.
PERFORMANCE DESCRIPTOR	CC.K.R.F.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
PERFORMANCE DESCRIPTOR	CC.K.R.F.1.c.	Understand that words are separated by spaces in print.
PERFORMANCE DESCRIPTOR	CC.K.R.F.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonological Awareness
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.K.R.F.2.a.	Recognize and produce rhyming words.
PERFORMANCE DESCRIPTOR	CC.K.R.F.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
PERFORMANCE DESCRIPTOR	CC.K.R.F.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
PERFORMANCE DESCRIPTOR	CC.K.R.F.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
PERFORMANCE DESCRIPTOR	CC.K.R.F.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Phonics and Word Recognition
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
PERFORMANCE DESCRIPTOR	CC.K.R.F.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STATE GOAL / STRAND	IL.K.R.F.	Reading Standards: Foundational Skills
STATE GOAL / LEARNING STANDARD		Fluency

LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.R.F.4.	Read emergent-reader texts with purpose and understanding.
STATE GOAL / STRAND	IL.K.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Text Types and Purposes
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.W.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.W.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.W.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STATE GOAL / STRAND	IL.K.W.	Writing Standards
STATE GOAL / LEARNING STANDARD		Production and Distribution of Writing
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
PERFORMANCE DESCRIPTOR	CC.K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PERFORMANCE DESCRIPTOR	CC.K.SL.1.b.	Continue a conversation through multiple exchanges.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Comprehension and Collaboration
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STATE GOAL / STRAND	IL.K.SL.	Speaking and Listening Standards
STATE GOAL / LEARNING STANDARD		Presentation of Knowledge and Ideas
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LEARNING STANDARD /	CC.K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.

PERFORMANCE DESCRIPTOR		
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE DESCRIPTOR	CC.K.L.1.a.	Print many upper- and lowercase letters.
PERFORMANCE DESCRIPTOR	CC.K.L.1.b.	Use frequently occurring nouns and verbs.
PERFORMANCE DESCRIPTOR	CC.K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
PERFORMANCE DESCRIPTOR	CC.K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PERFORMANCE DESCRIPTOR	CC.K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
PERFORMANCE DESCRIPTOR	CC.K.L.1.f.	Produce and expand complete sentences in shared language activities.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Conventions of Standard English
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE DESCRIPTOR	CC.K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
PERFORMANCE DESCRIPTOR	CC.K.L.2.b.	Recognize and name end punctuation.
PERFORMANCE DESCRIPTOR	CC.K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
PERFORMANCE DESCRIPTOR	CC.K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
PERFORMANCE DESCRIPTOR	CC.K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
PERFORMANCE DESCRIPTOR	CC.K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

PERFORMANCE DESCRIPTOR	CC.K.L.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
PERFORMANCE DESCRIPTOR	CC.K.L.5. c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
PERFORMANCE DESCRIPTOR	CC.K.L.5. d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STATE GOAL / STRAND	IL.K.L.	Language Standards
STATE GOAL / LEARNING STANDARD		Vocabulary Acquisition and Use
LEARNING STANDARD / PERFORMANCE DESCRIPTOR	CC.K.L.6 .	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.