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2ND GRADE

Illinois Learning Standards

CONDENSED LIST OF STANDARDS FOR ENGLISH LANGUAGE ARTS,
FINE ARTS, MATHEMATICS, SCIENCE, PHYSICAL
DEVELOPMENT/HEALTH, SOCIAL/EMOTIONAL LEARNING, AND
SOCIAL SCIENCE

Compiled by ISBE Content Specialists

ENGLISH LANGUAGE ARTS – 2nd GRADE**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING***Key Ideas and Details*

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

Craft and Structure

- CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE*Conventions of Standard English*

- CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING*Text Types and Purposes*

- CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

READING STANDARDS FOR LITERATURE

Key Ideas and Details

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10 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.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration and Knowledge and Ideas

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10 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.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.c Decode regularly spelled two-syllable words with long vowels.

RF.2.3.d Decode words with common prefixes and suffixes.

RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read on-level text with purpose and understanding.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

Text Types and Purposes

W.2.1 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.

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.

W.2.3 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.

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- SL.2.1.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).
- SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 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.

Presentation of Knowledge and Ideas

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 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.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STANDARDS

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.2.1.a Use collective nouns (e.g., group).
 - L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).
 - L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - L.2.1.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).
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.2.2.a Capitalize holidays, product names, and geographic names.
 - L.2.2.b Use commas in greetings and closings of letters.
 - L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.
 - L.2.2.d **Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).**
 - L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.2.3.a Compare formal and informal uses of English.

Vocabulary Acquisition And Use

- L.2.4 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.
 - L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.2.4.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).
 - L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
 - L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

- L.2.6 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).

FINE ARTS – 2nd GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- DA:Cr1.1.2
- a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
 - b. Combine a variety of movements while manipulating the elements of dance.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

- DA:Cr2.1.2
- a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.
 - b. Choose movements that express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

- DA:Cr3.1.2
- a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
 - b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- DA:Pr4.1.2
- a. Demonstrate clear directionality and intent when performing locomotor and nonlocomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts.
 - b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat. Correlate metric phrasing with movement phrasing.
 - c. Select and apply appropriate energy and dynamics to movements. Demonstrate kinesthetic awareness while dancing.

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- DA:Pr5.1.2
- a. Demonstrate a range of locomotor and nonlocomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
 - b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space and exploring levels, directions, and pathway designs.
 - c. Repeat movements with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.

Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.

- DA:Pr6.1.2
- a. Through performing a dance that conveys an idea, feeling, experience, image, or story, understand the role of an audience in a performance.
 - b. Use limited production elements (for example, hand props, simple scenery, or media projections).

RESPONDING

Analyze- Anchor Standard 7: Perceive and analyze artistic work.

- DA:Re7.1.2
- a. Identify a dance style within the pattern of a dance.
 - b. Demonstrate movements in dances from different genres or cultures.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

- DA:Re8.1.2
- a. Use context cues from movement to identify meaning and intent in a dance, using simple dance terminology.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

- DA:Re9.1.2
- a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well and explain why they work. Use simple dance terminology.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- DA:Cn10.1.2
- a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.
 - b. Respond to a dance work using an inquiry-based set of questions (for example, See-Think wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.2 a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MA:Cr1.1.2 a. Discover multiple ideas for media artworks through brainstorming and improvising.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.2 a. Choose ideas to create plans and models for media arts productions.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.2 a. Construct and assemble content for unified media arts productions, identifying and applying basic principles (for example, positioning, attention).
b. Practice and describe expressive effects in altering, refining, and completing media artworks.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MA:Pr4.1.2 a. Practice combining varied content (for example, arts, media, literary, science) in media artworks for a unified presentation (for example, an illustrated story).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.2 a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills (for example, tool use, decision making, collaboration) in media arts productions and presentations.
b. Demonstrate use of experimentation skills (for example, trial and error, playful practice) within and through media arts productions.
c. Demonstrate and explore identified methods to use tools to capture and form media artworks.

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.2 a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.
b. Identify and describe the experience and share the results of presenting media artworks.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- MA:Re7.1.2 a. Identify and describe the components and messages in media artworks.
b. Identify and describe how a variety of media artworks create different experiences.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.2 a. Determine the purposes and meanings of media artworks, considering their context.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- MA:Re9.1.2 a. Discuss the effectiveness of, and improvements for, media artworks, considering their context.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MA:Cn10.1.2 a. Use personal experiences, interests, information, and models in creating media artworks.
b. Discuss experiences of media artworks, describing their meaning and purpose.

Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MA:Cn11.1.2 a. Discuss how media artworks and ideas relate to everyday and cultural life (for example, media messages, media environments).
b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

MUSIC

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MU:Cr1.1.2 a. Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (for example, personal, social).

Anchor Standard 2: Organize and develop artistic ideas and work.

- MU:Cr2.1.2 a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
b. Use iconic or standard notation and/ or recording technology to combine, sequence, and document personal musical ideas.

Anchor Standard 3: Revise, refine, and complete artistic work.

- MU:Cr3.1.2 a. Interpret and apply personal, peer, and teacher feedback to revise personal music.
b. Present a final version of personal musical ideas to peers or informal audience.

PERFORMING*Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- MU:Pr4.1.2
- Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
 - Demonstrate knowledge of musical concepts (for example, tonality, meter) in a variety of music for performance.
 - When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 - Demonstrate understanding of expressive qualities (for example, dynamics, tempo) and how performers use them to convey expressive intent.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MU:Pr5.1.2
- Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MU:Pr6.1.2
- Perform music for a specific purpose with expression and technical accuracy.
 - Perform appropriately for the audience and purpose.

RESPONDING*Anchor Standard 7: Perceive and analyze artistic work.*

- MU:Re7.1.2
- Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
 - Describe how specific music concepts are used to support a specific purpose in music.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MU:Re8.1.2
- Demonstrate knowledge of music concepts and how they support performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- MU:Re9.1.2
- Apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING*Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

- MU:Cn10.1.2
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MU:Cn11.1.2
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE**CREATING***Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

- TH:Cr1.1.2
- Propose potential new details to plot and story in a guided drama experience (for example, process drama, story drama, creative drama).
 - Collaborate with peers to conceptualize scenery in a guided drama experience (for example, process drama, story drama, creative drama).
 - Demonstrate ways in which voice/sound and gesture/movement may be used to create a character in a drama/ theatre work.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- TH:Cr2.1.2
- Collaborate with peers to contribute to a sequential plot in a guided drama experience (for example, process drama, story drama, creative drama).

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

- TH:Cr3.1.2
- Demonstrate concentration while participating in a guided drama experience (for example, process drama, story drama, creative drama).
 - Use and adapt sounds and movements in a guided drama experience (for example, process drama, story drama, creative drama).
 - Independently transform the performance space into an imagined world for a guided drama experience (for example, process drama, story drama, creative drama).

PERFORMING*Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- TH:Pr4.1.2
- Apply original story elements in a guided drama experience (for example, process drama, story drama, creative drama).
 - Make physical and vocal choices to develop a character in a guided drama experience (for example, process drama, story drama, creative drama).

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- TH:Pr5.1.2
- Explore technical elements (costumes, lights, props, set, sound) in a guided drama experience.

PERFORMING*Share, Present*

TH:Pr6.1.2 a. With prompting and support, use movement and gestures to communicate in an informal drama.

RESPONDING*Reflect – Anchor Standard 7: Perceive and analyze artistic work.*

TH:Re7.1.2 a. Recognize when artistic choices are made in a guided drama experience (for example, process drama, story drama, creative drama).

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

TH:Re8.1.2 a. Explain personal feelings and emotions in a guided drama experience.
 b. Compare a folk tale or story from a culture other than the student's to a story from the student's culture through a guided drama experience (for example, process drama, story drama, or creative drama).
 c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (for example, process drama, story drama, creative drama).

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

TH:Re9.1.2 a. Understand how and why groups evaluate drama/theatre work.
 b. Use a prop or costume in a guided drama experience (for example, process drama, story drama, creative drama) to describe characters, settings, or events.
 c. Investigate how audience behavior impacts a performance.

CONNECTING*Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

TH:Cn10.1.2 a. Identify character emotions in a guided drama experience (for example, process drama, story drama, creative drama) and relate it to personal experience.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.1.2 a. Integrate skills and knowledge from different art forms and content areas to make connections with community and social issues in a guided drama experience.

Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.2.2 a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (for example, process drama, story drama, creative drama).
 b. Collaborate on the creation of a short scene based on a nonfiction literary source in a guided drama experience based on research.

VISUAL ARTS**CREATING***Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

VA:Cr1.1.2 a. Brainstorm collaboratively multiple approaches to an art or design problem.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.2.2 a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.1.2 a. Experiment with various materials and tools to explore personal interests in a work of art or design.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.2.2 a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.3.2 a. Repurpose objects to make something new.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

VA:Cr3.1.2 a. Discuss and reflect with peers about choices made in creating artwork.

PRESENTING*Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

VA:Pr4.1.2 a. Categorize artwork based on a theme or concept for an exhibit.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

VA:Pr5.1.2 a. Distinguish between different materials or artistic techniques for preparing artwork for presentation.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

VA:Pr6.1.2 a. Analyze how art exhibited inside and outside of schools (for example, in museums, galleries, virtual spaces, and other venues) contributes to communities.

RESPONDING*Share – Anchor Standard 7: Perceive and analyze artistic work.*

VA:Re7.1.2 a. Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.2.2 a. Categorize images based on expressive properties.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.2 a. Communicate feelings when engaging works of art, and describe subject matter and characteristics.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.2 a. Use learned art vocabulary to express preferences about artwork.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.2 a. Create works of art about events in home, school, or community life.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.2 a. Compare and contrast cultural uses of artwork from different times and places.

MATHEMATICS – 2nd GRADE

STANDARDS FOR MATHEMATICAL PRACTICE

MP

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

OPERATIONS AND ALGEBRAIC THINKING

OA

Represent and solve problems involving addition and subtraction.

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

NUMBER AND OPERATIONS IN BASE TEN

NBT

Understand place value.

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

2.NBT.1.a 100 can be thought of as a bundle of ten tens — called a "hundred."

2.NBT.1.b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.

MEASUREMENT AND DATA

MD

Measure and estimate lengths in standard units.

- 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

- 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Represent and interpret data.

- 2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

GEOMETRY

G

Reason with shapes and their attributes.

- 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Sizes are compared directly or visually, not compared by measuring.
- 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

PHYSICAL DEVELOPMENT AND HEALTH – 2nd GRADE**ACQUIRE MOVEMENT AND MOTOR SKILLS AND UNDERSTAND CONCEPTS NECESSARY TO ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY.**

Demonstrate Physical Competency In A Variety Of Motor Skills And Movement Patterns.

- 19.A.1a Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills.
- 19.A.1b Participate daily in moderate to vigorous physical activity while performing basic movement patterns.

Analyze Various Movement Concepts And Applications.

- 19.B.1a Understand spatial awareness and relationships to objects and people.
- 19.B.1b Understand how to execute basic movement patterns.

Demonstrate Knowledge Of Rules, Safety And Strategies During Physical Activity.

- 19.C.1a Demonstrate safe movement in physical activities.

ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.

Know And Apply The Principles And Components Of Health-Related And Skill-Related Fitness As Applied To Learning And Performance Of Physical Activities.

- 20.A.1a Identify characteristics of health-related and skill-related fitness (e.g., flexibility, muscular strength, balance).
- 20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.

Assess Individual Fitness Levels.

- 20.B.1a Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing).

Set Goals Based On Fitness Data And Develop, Implement, And Monitor An Individual Fitness Improvement Plan.

- 20.C.1a Identify a realistic health-related goal.

DEVELOP SKILLS NECESSARY TO BECOME A SUCCESSFUL MEMBER OF A TEAM BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.

Demonstrate Personal Responsibility During Group Physical Activities.

- 21.A.1a Follow directions and class procedures while participating in physical activities.
- 21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.
- 21.A.1c Work independently on tasks for short periods of time.

Demonstrate Cooperative Skills During Structured Group Physical Activity.

- 21.B.1a Work cooperatively with another to accomplish an assigned task.

UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

Explain The Basic Principles Of Health Promotion, Illness Prevention And Safety Including How To Access Valid Information, Products, And Services.

- 22.A.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).
- 22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing, and flossing teeth, eating practices, sleep, cleanliness).
- 22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).

Describe And Explain The Factors That Influence Health Among Individuals, Groups, And Communities.

- 22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, and safety practices).

Explain How The Environment Can Affect Health.

- 22.C.1a Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).

Describe How To Advocate For The Health Of Individuals, Families And Communities.

- 22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.

Describe And Explain The Structure And Functions Of The Human Body Systems And How They Interrelate.

- 23.A.1a Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).

Explain The Effects Of Health-Related Actions On The Body Systems.

- 23.B.1a Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).

Describe Factors That Affect Growth And Development.

- 23.C.1a Identify individual differences in growth and development among people.

Describe And Explain The Structures And Functions Of The Brain And How They Are Impacted By Different Types Of Physical Activity And Levels Of Fitness.

- 23.D.1a Locate and identify basic parts of the brain.

PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

Demonstrate Procedures For Communicating In Positive Ways, Resolving Differences And Preventing Conflict.

- 24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).

24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).

Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.

24.B.1a Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).

Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.

24.C.1a Demonstrate basic refusal skills (e.g., "Just Say No", "Stranger Danger").

SCIENCE (NGSS) – 2nd GRADE

PHYSICAL SCIENCE

MATTER AND ITS INTERACTIONS

STUDENTS WHO DEMONSTRATE UNDERSTANDING CAN.....

- 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. *Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.*
- 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* *Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency. Assessment Boundary: Assessment of quantitative measurements is limited to length.*
- 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. *Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.*
- 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. *Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.*

LIFE SCIENCE

ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

- 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. *Assessment Boundary: Assessment is limited to testing one variable at a time.*
- 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*

BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY

- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. *Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats. Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.*

EARTH AND SPACE

EARTH'S PLACE IN THE UNIVERSE

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. *Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly. Assessment Boundary: Assessment does not include quantitative measurements of timescales.*

EARTH'S SYSTEMS

- 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* *Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.*
- 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. *Assessment Boundary: Assessment does not include quantitative scaling in models.*
- 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

ENGINEERING DESIGN

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled "Disciplinary Core Ideas" is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

SOCIAL / EMOTIONAL LEARNING – 2nd GRADE**DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Identify And Manage One's Emotions And Behavior.

1A.1a Recognize and accurately label emotions and how they are linked to behavior.

1A.1b Demonstrate control of impulsive behavior.

Recognize personal qualities and external supports.

1B.1a Identify one's likes and dislikes, needs and wants, strengths and challenges.

1B.1b Identify family, peer, school, and community strengths.

Demonstrate skills related to achieving personal and academic goals.

1C.1a Describe why school is important in helping students achieve personal goals.

1C.1b Identify goals for academic success and classroom behavior.

USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Recognize The Feelings And Perspectives Of Others.

2A.1a Recognize that others may experience situations differently from oneself.

2A.1b Use listening skills to identify the feelings and perspectives of others.

Recognize Individual And Group Similarities And Differences.

2B.1a Describe the ways that people are similar and different.

2B.1b Describe positive qualities in others.

Use Communication And Social Skills To Interact Effectively With Others.

2C.1a Identify ways to work and play well with others.

2C.1b Demonstrate appropriate social and classroom behavior.

Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.

2D.1a Identify problems and conflicts commonly experienced by peers.

2D.1b Identify approaches to resolving conflicts constructively.

DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

Consider Ethical, Safety, And Societal Factors In Making Decisions.

3A.1a Explain why unprovoked acts that hurt others are wrong.

3A.1b Identify social norms and safety considerations that guide behavior.

Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.

3B.1a Identify a range of decisions that students make at school.

3B.1b Make positive choices when interacting with classmates.

Contribute To The Well-Being Of One's School And Community.

3C.1a Identify and perform roles that contribute to one's classroom.

3C.1b Identify and perform roles that contribute to one's family.

SOCIAL SCIENCE – 2nd GRADE**INQUIRY SKILLS***Constructing Essential Questions*

SS.IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers.

Determining Helpful Sources

SS.IS.2.K-2 Explore facts from various sources that can be used to answer the developed questions.

Gathering and Evaluating Sources

SS.IS.3.K-2 Gather information from one or two sources with guidance and support from adults and/or peers.

Developing Claims and Using Evidence

SS.IS.4.K-2 Evaluate a source by distinguishing between fact and opinion.

Communicating Conclusions

SS.IS.5.K-2 Ask and answer questions about arguments and explanations.

Taking Informed Action

SS.IS.6.K-2 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

CIVICS*Civic and Political Institutions*

SS.CV.1.2 Explain what governments are and some of their functions

Processes, Rules, and Laws

SS.CV.2.2 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

ECONOMICS AND FINANCIAL LITERACY*Economic Decision Making*

SS.EC.1.2 Demonstrate how our choices can affect ourselves and others in positive and negative ways.

SS.EC.2.2 Explain the role of money in making exchange easier.

Exchange and Markets

SS.EC.3.2 Compare the goods and services that people in the local community produce and those that are produced in other communities.

Financial Literacy

SS.EC.FL.1.2 Explain that money can be saved or spent on goods and services.

GEOGRAPHY*Geographic Representations*

SS.G.1.2 Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.

Human-Environment Interaction

SS.G.2.2 Identify some cultural and environmental characteristics of your community and compare to other places.

Human Population

SS.G.3.2 Explain how people in your community use local and distant environments to meet their daily needs.

HISTORY*Change, Continuity, and Context*

SS.H.1.2 Summarize changes that have occurred in the local community over time.

Perspectives

SS.H.2.2 Compare individuals and groups who have shaped a significant historical change.

Historical Sources and Evidence

SS.H.3.2 Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.

RESOURCES TO SUPPORT THE STANDARDS

Illinois Classrooms in Action
www.ilclassroomsinaction.org

Illinois Teach & Talk Math
www.ilteachandtalk.org

Illinois Writing Matters
www.ilwritingmatters.org

Illinois Stats Math
www.ilstats.weebly.com

Illinois Standards-Based Reporting Website
<http://www.isbestandardsbasedreporting.com/>

Achieve the Core
www.achievethecore.org

Illustrative Mathematics
<https://www.illustrativemathematics.org/>

EdReports
<http://www.edreports.org/>

Tools for the Common Core Standards
<http://commoncoretools.me/>

Freddie Phonics
<http://textproject.org/classroom-materials/>

Library of Congress
<http://www.loc.gov/teachers/>

NewsELA
www.newsela.org
 (Lower ranges of Lexile available after signing up at the bottom of website.)

Ohio Resource Center
<http://www.ohiorc.org/>

COMPLETE ILLINOIS LEARNING STANDARDS

English Language Arts
http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf

Fine Arts ***Public review DRAFT***
<http://illinoisartslearning.org/#report-and-standards>

Mathematics
http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf

Science
<http://www.nextgenscience.org/>

Physical Development/ Health
<http://www.isbe.net/ils/pdh/standards.htm>

Social and Emotional Learning
http://www.isbe.net/ils/social_emotional/standards.htm

Social Science
http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf

PARCC Resources

PARCC Tests – ELA, Math, Systems...
<http://parcc.pearson.com/>

Partnership Resource Center including Formative Tasks and Released Items and Student Annotations (and other resources)
<https://prc.parcconline.org/>

Main page and links to evidence statement tables (and other resources)
<http://parconline.org/>

ISBE PARCC Place
<http://www.isbe.net/parcc-place/>