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Illinois Learning Standards

KINDERGARTEN

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 - KINDERGARTEN**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.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4 Ask and answer questions about unknown words in a text.

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

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

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

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

RL.K.10 Actively engage in group reading activities with purpose and understanding.

READING STANDARDS FOR INFORMATIONAL TEXT*Key Ideas and Details*

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration and Knowledge and Ideas

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10 Actively engage in group reading activities with purpose and understanding.

READING STANDARDS: FOUNDATIONAL SKILLS*Print Concepts*

- RF.K.1 Demonstrate Understanding of the Organization and Basic Features of Print
- RF.K.1.a Follow words from left to right, top to bottom, and page by page.
 - RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
 - RF.K.1.c Understand that words are separated by spaces in print.
 - RF.K.1.d Recognize and name all upper and lowercase letters of the alphabet.

Phonological Awareness

- RF.K.2 Demonstrate Understanding of Spoken Words, Syllables, and Sounds (Phonemes).
- RF.K.2.a Recognize and produce rhyming words.
 - RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
 - RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
 - RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- RF.K.3 Know and Apply Grade-Level Phonics and Word Analysis Skills in Decoding Words
- RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- RF.K.4 Read emergent-reader texts with purpose and understanding.

WRITING STANDARDS*Text Types and Purposes*

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

Production and Distribution of Writing

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STANDARDS*Comprehension and Collaboration*

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - SL.K.1.b Continue a conversation through multiple exchanges.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE STANDARDS

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1.a Print many upper- and lowercase letters.
 - L.K.1.b Use frequently occurring nouns and verbs.
 - L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - L.K.1.f Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2.a Capitalize the first word in a sentence and the pronoun I.
 - L.K.2.b Recognize and name end punctuation.
 - L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition And Use

- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

FINE ARTS - KINDERGARTEN

DANCE

CREATING

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

- DA:Cr1.1.K a. Respond in movement to a variety of stimuli (for example, music/ sound, text, objects, images, symbols, observed dance).
- b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

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

- DA:Cr2.1.K a. Improvise dance that has a beginning, middle, and end.
- b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.

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

- DA:Cr3.1.K a. Apply suggestions for changing movement through guided improvisational experiences.
- b. Depict a dance movement by drawing a picture or using a symbol.

PERFORMING

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

- DA:Pr4.1.K a. Make still and moving body shapes that show lines (for example, straight, bent, curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.
- b. Demonstrate tempo contrasts with movements that match the tempo of sound stimuli.
- c. Identify and apply different characteristics to movements (for example, slow, smooth, wavy).

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

- DA:Pr5.1.K a. Demonstrate same side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.
- b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.

- c. Move body parts in relation to other body parts and repeat and recall movements upon request.

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

- DA:Pr6.1.K a. Dance for others in a designated space.
b. Select a prop to use as part of a dance.

RESPONDING

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

- DA:Re7.1.K a. Identify a movement that repeats in a dance.
b. Demonstrate and repeat observed or performed dance movements.

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

- DA:Re8.1.K a. Observe movement and use simple dance terminology to describe it.

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

- DA:Re9.1.K a. Select a movement observed in a dance. Demonstrate the movement and explain why it was selected.

CONNECTING

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

- DA:Cn10.1.K a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.
b. Observe a work of art. Describe and then express through movement something of interest about the artwork and ask questions for discussion concerning the artwork.

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

- DA:Cn11.1.K a. Describe or demonstrate the movements in a dance that was watched or performed.

MEDIA ARTS

CREATING

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

- MA:Cr1.1.K a. Discover and share ideas for media artworks through brainstorming, creative play, and experimentation.

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

- MA:Cr2.1.K a. With guidance, use ideas to form plans or models for media arts productions.

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

- MA:Cr3.1.K a. Form and capture media arts content for expression and meaning in media arts productions.
b. Make guided changes to the content, form, or presentation of media artworks and share results.

PRODUCING

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

- MA:Pr4.1.K a. With guidance, combine art forms and media content (for example, dance, video) to form media artworks for presentation.

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

- MA:Pr5.1.K a. Identify and demonstrate basic skills (for example, handling tools, making choices, cooperating) in creating and presenting media artworks.
b. Identify and demonstrate creative skills (for example, performing) within media arts productions.
c. Practice, discover, and share how media arts creation tools work.

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

- MA:Pr6.1.K a. With guidance, identify and share roles in presenting media artworks.
b. With guidance, identify and share reactions to the presentation of media artworks.

RESPONDING

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

- MA:Re7.1.K a. Recognize and, with guidance, share components and messages in media artworks.
b. Recognize and share how a variety of media artworks create different experiences.

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

- MA:Re8.1.K a. With guidance, share observations regarding a variety of media artworks.

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

- MA:Re9.1.K a. Share qualities and possible changes in media artworks by using guided questioning.

CONNECTING

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

- MA:Cn10.1.K a. Use personal experiences and choices in making media artworks.
b. Share memorable experiences of media artworks.

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

- MA:Cn11.1.K a. With guidance, share ideas in relating media artworks and everyday life (for example, daily activities).
b. With guidance, interact safely and appropriately with media arts tools and environments.

MUSIC

CREATING

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

MU:Cr1.1.K a. With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose.

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

MU:Cr2.1.K a. With guidance, demonstrate and choose favorite musical ideas.

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

MU:Cr3.1.K a. With guidance, apply personal, peer, or teacher feedback in refining personal musical ideas.
b. With limited guidance, demonstrate a final version of personal musical ideas to peers.

PERFORMING

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

MU:Pr4.1.K a. With guidance, demonstrate and state personal interest in varied musical selections.
b. With guidance, explore and demonstrate awareness of musical contrasts (for example, high/low, loud/soft, same/different) in a variety of music selected for performance.
c. With guidance, demonstrate awareness of expressive qualities (for example, voice quality, dynamics, tempo) that support the performers' expressive intent.

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

MU:Pr5.1.K a. With guidance, apply personal, teacher, and peer feedback to refine performances.

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

MU:Pr6.1.K a. With guidance, perform music with expression.
b. Perform appropriately for the audience.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.K a. With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
b. With guidance, demonstrate how a specific music concept (for example, beat, melodic direction) is used in music.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

MU:Re8.1.K a. With guidance, demonstrate awareness of expressive qualities (for example, dynamics, tempo) that reflect performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.K With guidance, apply personal and expressive preferences in the evaluation of music.

CONNECTING

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

MU:Cn10.1.K a. 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.K a. 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.K a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).
b. With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (for example, process drama, story drama, and creative drama).
c. With prompting and support, students transition between imagination and reality in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

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

TH:Cr2.1.K a. With prompting and support, interact with peers and contribute to dramatic play or 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.K a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

PERFORMING

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

TH:Pr4.1.K a. With prompting and support, identify characters and setting in dramatic play or 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.K b. Explore and experiment with various technical elements (costumes, props, set) through dramatic/ creative play.

RESPONDING

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

TH:Re8.1.K b. With prompting and support, explore the student's own culture through dramatic play or 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.K a. With prompting and support, identify favorite or least favorite parts of a drama/theatre experience.

CONNECTING

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

TH:Cn10.1.K a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

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

TH:Cn11.1.K a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

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

TH:Cn11.2.K a. With prompting and support, identify stories that are similar and different from one another in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).
b. With prompting and support, tell a short story in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

VISUAL ARTS**CREATING**

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

VA:Cr1.1.K a. Engage in exploration and imaginative play with materials.

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

VA:Cr1.2.K a. Engage collaboratively in creative art making in response to an artistic problem.

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

VA:Cr2.1.K a. Through experimentation, build skills in various media and approaches to artmaking.

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

VA:Cr2.2.K a. Identify safe and nontoxic art materials, tools, and equipment.

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

VA:Cr2.3.K a. Create art that represents natural and constructed environments.

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

VA:Cr3.1.K a. Explain the process of making art while creating.

PRESENTING

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

VA:Pr4.1.K a. Select art objects for a personal portfolio and display, explaining why they were chosen.

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

VA:Pr5.1.K a. Explain the purpose of a portfolio or collection.

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

VA:Pr6.1.K a. Explain what an art museum is and distinguish how an art museum is different from other buildings.

RESPONDING

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

VA:Re7.1.K a. Identify uses of art within one's environment.

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

VA:Re7.2.K a. Describe what an image represents.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.K a. List details and identify subject matter of works of art.

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

VA:Re9.2.K a. Explain reasons for selecting a preferred artwork.

CONNECTING

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

VA:Cn10.1.K a. Create art that tells a story about a life experience.

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

VA:Cn11.1.K a. Identify a purpose of an artwork.

MATHEMATICS - KINDERGARTEN**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.

COUNTING AND CARDINALITY**CC***Know Number Names and the Count Sequence*

- K.CC.1 Count to 100 by ones and by tens.
- K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to Tell the Number of Objects

- K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
 - K.CC.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - K.CC.4.b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - K.CC.4.c Understand that each successive number name refers to a quantity that is one larger.
- K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare Numbers

- K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.
- K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

OPERATIONS AND ALGEBRAIC THINKING**OA**

Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking from. Drawings need not show details, but should show the mathematics in the problem. (This applies whenever drawings are mentioned in the standards.)

- K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings (Drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations.
- K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.5 Fluently add and subtract within 5.

NUMBER AND OPERATIONS IN BASE TEN**NBT***Work with Numbers 11-19 To Gain Foundations for Place Value.*

- K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

MEASUREMENT AND DATA**MD***Describe and Compare Measurable Attributes.*

- K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Classify Objects and Count the Number of Objects in Each Category.

- K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.

GEOMETRY**G***Identify and Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, And Spheres).*

- K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.2 Correctly name shapes regardless of their orientations or overall size.
- K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, Compare, Create, And Compose Shapes.

- K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.6 Compose simple shapes to form larger shapes. For example: "Can you join these 2 triangles with full sides touching to make a rectangle?"

PHYSICAL DEVELOPMENT AND HEALTH - KINDERGARTEN

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) - KINDERGARTEN**PHYSICAL SCIENCE****MOTION AND STABILITY: FORCES AND INTERACTIONS****STUDENTS WHO DEMONSTRATE UNDERSTANDING CAN.....**

K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. *Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other. Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.*

K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.* *Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn. Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.*

ENERGY

K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface. *Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water. Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.*

K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.* *Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.*

LIFE SCIENCE**FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES**

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. *Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.*

EARTH AND SPACE**EARTH'S SYSTEMS**

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. *Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months. Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.*

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. *Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.*

EARTH AND HUMAN ACTIVITY

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. *Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.*

K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.* *Clarification Statement: Emphasis is on local forms of severe weather.*

K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* *Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.*

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 - KINDERGARTEN**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 - KINDERGARTEN**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.K Describe roles and responsibilities of people in authority.

Processes, Rules, and Laws

SS.CV.2.K Explain the need for and purposes of rules in various settings, inside and outside of the school.

ECONOMICS AND FINANCIAL LITERACY*Economic Decision Making*

SS.EC.1.K Explain choices are made because of scarcity (i.e., because we cannot have everything that we want).

GEOGRAPHY*Human-Environment Interaction*

SS.G.1.K Explain how weather, climate, and other environmental characteristics affect people's lives.

Human Population

SS.G.2.K Identify and explain how people and goods move from place to place.

HISTORY*Change, Continuity, and Context*

SS.H.1.K Compare life in the past to life today.

Perspectives

SS.H.2.K Examine the significance of our national holidays and the heroism and achievements of the people associated with them.

RESOURCES TO SUPPORT THE STANDARDS

COMPLETE ILLINOIS LEARNING STANDARDS

Illinois Classrooms in Action
www.ilclassroomsinaction.org

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

Illinois Teach & Talk Math
www.ilteachandtalk.org

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

Illinois Writing Matters
www.ilwritingmatters.org

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

Illinois Stats Math
www.ilstats.weebly.com

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

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

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

Achieve the Core
www.achievethecore.org

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

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

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

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/>

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://parcconline.org/>

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