Ignite by Hatch™ and Illinois Kindergarten Alignment

STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)
LEARNING STANDARD / DISCIPLINE	PDH.19.	Movement Skills: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	PDH.19.A.	Demonstrate physical competency in a variety of motor skills and movement patterns.
STANDARD	PDH.19.A.1a.	Demonstrate control when performing fundamental locomotor, non- locomotor, and manipulative skills.
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
STANDARD	PDH.19.A.1b.	Participate daily in moderate to vigorous physical activity while performing basic movement patterns.
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)
DESCRIPTOR / CONTENT DISCIPLINE	PDH.19.B.	Analyze various movement concepts and applications.
STANDARD	PDH.19.B.1b.	Understand how to execute basic movement patterns.
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)
DESCRIPTOR / CONTENT DISCIPLINE	PDH.19.C.	Demonstrate knowledge of rules, safety and strategies during physical activity.
STANDARD	PDH.19.C.1a.	Demonstrate safe movement in physical activities.
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)
LEARNING STANDARD / DISCIPLINE	PDH.21.	Team-Building: Develop skills necessary to become a successful member of a team by working with others during physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	PDH.21.A.	Demonstrate personal responsibility during group physical activities.
STANDARD	PDH.21.A.1a.	Follow directions and class procedures while participating in physical activities.
		Social-Emotional Development/Social Awareness/Level 10: Demonstrates an understanding of fairness
STANDARD	PDH.21.A.1b.	Use identified procedures and safe practices with little or no reinforcement during group.
		Social-Emotional Development/Social Awareness/Level 10: Demonstrates an understanding of fairness
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)
DESCRIPTOR / CONTENT DISCIPLINE	PDH.21.B.	Demonstrate cooperative skills during structured group physical activity.
STANDARD	PDH.21.B.1a.	Work cooperatively with another to accomplish an assigned task.
		Social-Emotional Development/Social Skills/Level 11: Understands the importance of teamwork.
		Social-Emotional Development/Social Skills/Level 12: Identifies ways to engage in teamwork
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)

LEARNING STANDARD / DISCIPLINE	PDH.22.	Health Promotion, Prevention and Treatment: Understand principles of health promotion and the prevention and treatment of illness and injury.
DESCRIPTOR / CONTENT DISCIPLINE	PDH.22.A.	Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.
STANDARD	PDH.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).
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Health & Wellness/Level 8: Identifies personal actions that help prevent common communicable diseases
		Physical Development/Health & Wellness/Level 9: Demonstrates an understanding of how sleep and rest are crucial for growth and health
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifiessteps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
		Physical Development/Self-Care/Level 6: Explores relaxing self-care activities
		Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations
		Physical Development/Self-Care/Level 8: Explores appropriate self-care activity based on a given mood
STANDARD	PDH.22.A.1c.	Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).
		Physical Development/Safety/Level 10: Demonstrates an understanding of basic safety related signs, symbols and warning labels
		Physical Development/Safety/Level 11: Demonstrates an understanding of basic safety-related signs and symbols
		Physical Development/Safety/Level 12: Identifies ways to reduce the risk of injury at home, at school and in their community
		Physical Development/Safety/Level 8: Identifies characteristics of safe and unsafe places
		Physical Development/Safety/Level 9: Identify different household products that can cause harm if they are touched, ingested, or inhaled
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)
DESCRIPTOR / CONTENT DISCIPLINE	PDH.22.D.	Describe how to advocate for the health of individuals, families and communities.
STANDARD	PDH.22.D.1a.	Identify positive health choices and demonstrate ways to communicate individual choices.
		Physical Development/Health & Wellness/Level 12: Makes an action plan to achieve a short-term personal health goal
		Physical Development/Health & Wellness/Level 8: Identifies personal actions that help prevent common communicable diseases
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 8: Builds a balanced plate
		Physical Development/Self-Care/Level 6: Explores relaxing self-care activities
		Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations
		Physical Development/Self-Care/Level 8: Explores appropriate self-care activity based on a given mood
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)
LEARNING STANDARD / DISCIPLINE	PDH.23.	Human Body Systems: Understand human body systems and factors that influence growth and development.
DESCRIPTOR / CONTENT DISCIPLINE	PDH.23.A.	Describe and explain the structure and functions of the human body systems and how they interrelate.
STANDARD	PDH.23.A.1a.	Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).

Physical Development/Health & Wellness/Level 10: Identifies basic human body parts (stomach, intestines, heart, lungs, skin, muscles, and bones)

STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)
DESCRIPTOR / CONTENT DISCIPLINE	PDH.23.B.	Explain the effects of health-related actions on the body systems
STANDARD	PDH.23.B.1a.	Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).
		Physical Development/Health & Wellness/Level 8: Identifies personal actions that help prevent common communicable diseases
		Physical Development/Nutrition/Level 8: Builds a balanced plate
		Physical Development/Self-Care/Level 6: Explores relaxing self-care activities
		Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations
		Physical Development/Self-Care/Level 8: Explores appropriate self-care activity based on a given mood

STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)
LEARNING STANDARD / DISCIPLINE	PDH.24.	Communications and Decision-Making: Promote and enhance health and well-being through the use of effective communication and decision-making skills.
DESCRIPTOR / CONTENT DISCIPLINE	PDH.24.A.	Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
STANDARD	PDH.24.A.1a.	Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).
		Social-Emotional Development/Responsible Decision-Making/Level 9: Identifies examples of situations where self-management skills are important
		Social-Emotional Development/Social Awareness/Level 10: Demonstrates an understanding of fairness
		Social-Emotional Development/Social Skills/Level 10: Identifies ways to build and keep friendships
		Social-Emotional Development/Social Skills/Level 9: Identifies ways to be a good friend
STANDARD	PDH.24.A.1b.	Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).
		Social-Emotional Development/Social Awareness/Level 9: Identifies ways to engage in active listening

STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health (PDH)
DESCRIPTOR / CONTENT DISCIPLINE	PDH.24.B.	Apply decision-making skills related to the protection and promotion of individual, family, and community health.
STANDARD	PDH.24.B.1a.	Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart.
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Health & Wellness/Level 8: Identifies personal actions that help prevent common communicable diseases
		Physical Development/Self-Care/Level 6: Explores relaxing self-care activities
		Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations
		Physical Development/Self-Care/Level 8: Explores appropriate self-care activity based on a given mood

Illinois Learning Standards

Language Arts

Grade: **K** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
		Literacy/Comprehension-Fiction/Level 8: Makes simple prediction and inferences about a text
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
		Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text
		Literacy/Comprehension-Non-Fiction/Level 8: Recalls order of procedures after reading a procedural text

Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements

Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements

Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story

Literacy/Key Ideas & Details/Level 4: Recalls key details from a story

Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story

Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text

Literacy/Key Ideas & Details/Level 7: Makes text to text connections

Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details

Literacy/Listening Comprehension/Key Ideas and Details/Level 10: Retells a story demonstrating an understanding of the central message or lesson

Literacy/Listening Comprehension/Key Ideas and Details/Level 11: Identifies settings and major events in a story using key detail

Literacy/Listening Comprehension/Key Ideas and Details/Level 12: Describes how two individuals, events, or pieces of information in a text are connected

Literacy/Listening Comprehension/Key Ideas and Details/Level 9: Identifies the main topic of a text

Literacy/Reading/Craft and Structure/Level 11: Identifies whether information has been provided by pictures or illustrations or by the words in a text

Literacy/Reading/Integration of Knowledge and Ideas/Level 10: Describes the key ideas of a text using illustrations and text details

Literacy/Reading/Integration of Knowledge and Ideas/Level 11: Identifies the reasons an author gives to support points in a text

Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details

Literacy/Reading/Integration of Knowledge and Ideas/Level 9: Describes characters, setting, or events using illustrations and details in a story

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story

Literacy/Listening Comprehension/Key Ideas and Details/Level 12: Describes how two individuals, events, or pieces of information in a text are connected

Literacy/Listening Comprehension/Key Ideas and Details/Level 9: Identifies the main topic of a text

Literacy/Reading/Integration of Knowledge and Ideas/Level 10: Describes the key ideas of a text using illustrations and text details

Literacy/Reading/Integration of Knowledge and Ideas/Level 11: Identifies the reasons an author gives to support points in a text

Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story

Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details

Literacy/Reading/Integration of Knowledge and Ideas/Level 9: Describes characters, setting, or events using illustrations and details in a story

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE	Craft and Structure

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

Language & Communication Development/Academic Vocabulary/Level 4: Applies understanding of cross-curricular prekindergarten level tier 2 words

Language & Communication Development/Academic Vocabulary/Level 5: Applies understanding of some cross-curricular kindergarten level tier 2 words

Language & Communication Development/Academic Vocabulary/Level 6: Applies understanding of some cross-curricular kindergarten level tier 2 words

		Language & Communication Development/Academic Vocabulary/Level 7: Applies understanding of a range of cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 8: Applies understanding of some cross-curricular 1st grade level 2 tiers words
		Language & Communication Development/Vocabulary/Level 1: Understands color words
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text
		Literacy/Reading/Craft and Structure/Level 9: Identifies words or phrases in poems or stories that indicate feelings or appeal to the senses
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
		Literacy/Reading/Craft and Structure/Level 10: Identifies who is telling the story at different points in a text

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
		Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
		Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text
		Literacy/Comprehension-Fiction/Level 8: Makes simple prediction and inferences about a text
		Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
		Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text
		Literacy/Comprehension-Non-Fiction/Level 8: Recalls order of procedures after reading a procedural text
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Reading/Integration of Knowledge and Ideas/Level 12: Identifies similarities and differences between two texts on the same topic

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
		Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
		Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text
		Literacy/Comprehension-Fiction/Level 8: Makes simple prediction and inferences about a text
		Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
		Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text
		Literacy/Comprehension-Non-Fiction/Level 8: Recalls order of procedures after reading a procedural text
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
		Language & Communication Development/Listening & Understanding/Level 6: Attends to multiple details in directions
		Language & Communication Development/Listening & Understanding/Level 7: Carries out multi-step directions with multiple details
		Language & Communication Development/Listening & Understanding/Level 8: Carries out multi-step directions with multiple details that involve a new or unfamiliar activity or situation
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Language & Communication Development/Conventions of Language/Level 3: Demonstrates understanding of regular plural nouns
		Language & Communication Development/Conventions of Language/Level 4: Demonstrates understanding of simple past, progressive present, and simple future verb tenses.
		Language & Communication Development/Conventions of Language/Level 6: Demonstrates understanding of prepositions within sentences
		Language & Communication Development/Conventions of Language/Level 7: Demonstrates understanding of irregular plural nouns
		Language & Communication Development/Conventions of Language/Level 8: Demonstrates understanding of matching verbs to singular and plural nouns in basic sentences
		Language & Communication Development/Vocabulary/Level 3: Demonstrates understanding of comparative adjectives
		Language & Communication Development/Vocabulary/Level 5: Demonstrates understanding of cross-curricular words

Language & Communication Development/Vocabulary/Level 7: Makes connections between shades of verbs and adjectives

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Literacy/Writing Development/Level 7: Uses invented or phonetic spelling
		Literacy/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation

| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
		Language & Communication Development/Academic Vocabulary/Level 4: Applies understanding of cross-curricular prekindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 5: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 6: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 7: Applies understanding of a range of cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 8: Applies understanding of some cross-curricular 1st grade level 2 tiers words
		Language & Communication Development/Receptive Language/Level 1: Shows understanding of basic words
		Language & Communication Development/Vocabulary/Level 1: Understands color words
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Language & Communication Development/Vocabulary/Level 8: Uses sentence-level context as a clue to the meaning of a word or phrase
		Language & Communication/Vocabulary/Vocabulary/Level 8B: Identifies real-life connections between words and their uses
		Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text

| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
		Language & Communication Development/Vocabulary/Level 6: Demonstrates understanding of basic multiple meaning words
		Language & Communication Development/Vocabulary/Level 8: Uses sentence-level context as a clue to the meaning of a word or phrase
		Literacy/Blending/Level 1: Combines two words to make a compound word.
		Literacy/Blending/Level 2: Adds missing word to form compound word.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		Language & Communication Development/Vocabulary/Level 3: Demonstrates understanding of comparative adjectives
		Language & Communication Development/Vocabulary/Level 7: Makes connections between shades of verbs and adjectives
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
		Language & Communication Development/Academic Vocabulary/Level 4: Applies understanding of cross-curricular prekindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 5: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 6: Applies understanding of some cross-curricular kindergarten level tier 2 words

Language & Communication Development/Academic Vocabulary/Level 7: Applies understanding of a range of cross-curricular kindergarten level tier 2 words

Language & Communication Development/Academic Vocabulary/Level 8: Applies understanding of some cross-curricular 1st grade level 2 tiers words

Language & Communication Development/Receptive Language/Level 1: Shows understanding of basic words

Language & Communication Development/Vocabulary/Level 1: Understands color words

Language & Communication Development/Vocabulary/Level 2: Sorts words into categories

Language & Communication/Vocabulary/Vocabulary/Level 8B: Identifies real-life connections between words and their uses

Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.1	With prompting and support, ask and answer questions about key details in a text.
		Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Listening Comprehension/Key Ideas and Details/Level 11: Identifies settings and major events in a story using key detail
		Literacy/Listening Comprehension/Key Ideas and Details/Level 12: Describes how two individuals, events, or pieces of information in a text are connected
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
		Literacy/Reading/Integration of Knowledge and Ideas/Level 9: Describes characters, setting, or events using illustrations and details in a story
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.2	With prompting and support, retell familiar stories, including key details.
		Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text
		Literacy/Listening Comprehension/Key Ideas and Details/Level 10: Retells a story demonstrating an understanding of the central message or lesson
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
		Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Listening Comprehension/Key Ideas and Details/Level 11: Identifies settings and major events in a story using key detail
		Literacy/Listening Comprehension/Key Ideas and Details/Level 12: Describes how two individuals, events, or pieces of information in a text are connected
		Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
		Literacy/Reading/Integration of Knowledge and Ideas/Level 9: Describes characters, setting, or events using illustrations and details in a story
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
		Literacy/Reading/Craft and Structure/Level 7: Recognizes common types of texts
		Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
DESCRIPTOR / CONTENT DISCIPLINE	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.
		Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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). Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
		Literacy/Reading/Integration of Knowledge and Ideas/Level 9: Describes characters, setting, or events using illustrations and details in a story
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
		Literacy/Reading/Integration of Knowledge and Ideas/Level 12: Identifies similarities and differences between two texts on the same topic
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.1	With prompting and support, ask and answer questions about key details in a text.
		Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
		Literacy/Reading/Craft and Structure/Level 11: Identifies whether information has been provided by pictures or illustrations or by the words in a text
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 10: Describes the key ideas of a text using illustrations and text details
		Literacy/Reading/Integration of Knowledge and Ideas/Level 11: Identifies the reasons an author gives to support points in a text
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
		Literacy/Comprehension-Non-Fiction/Level 8: Recalls order of procedures after reading a procedural text
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
		Literacy/Listening Comprehension/Key Ideas and Details/Level 10: Retells a story demonstrating an understanding of the central message or lesson

Literacy/Listening Comprehension/Key Ideas and Details/Level 9: Identifies the main topic of a text

Literacy/Reading/Craft and Structure/Level 11: Identifies whether information has been provided by pictures or illustrations or by the words in a text

Literacy/Reading/Integration of Knowledge and Ideas/Level 10: Describes the key ideas of a text using illustrations and text details

Literacy/Reading/Integration of Knowledge and Ideas/Level 11: Identifies the reasons an author gives to support points in a text

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.

Language & Communication Development/Academic Vocabulary/Level 4: Applies understanding of cross-curricular prekindergarten level tier 2 words

Language & Communication Development/Academic Vocabulary/Level 5: Applies understanding of some cross-curricular kindergarten level tier 2 words

Language & Communication Development/Academic Vocabulary/Level 6: Applies understanding of some cross-curricular kindergarten level tier 2 words

Language & Communication Development/Academic Vocabulary/Level 7: Applies understanding of a range of cross-curricular kindergarten level tier 2 words

Language & Communication Development/Academic Vocabulary/Level 8: Applies understanding of some cross-curricular 1st grade level 2 tiers words

Language & Communication Development/Vocabulary/Level 1: Understands color words

Language & Communication Development/Vocabulary/Level 2: Sorts words into categories

Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text

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

Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation

Literacy/Concepts of Print/Level 4: Identifies book parts and features

DESCRIPTOR / CONTENT DISCIPLINE	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.

Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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).

Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations

Literacy/Reading/Craft and Structure/Level 11: Identifies whether information has been provided by pictures or illustrations or by the words in a text

Literacy/Reading/Integration of Knowledge and Ideas/Level 10: Describes the key ideas of a text using illustrations and text details

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

Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements

Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text

Literacy/Key Ideas & Details/Level 7: Makes text to text connections

Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details

Literacy/Reading/Craft and Structure/Level 11: Identifies whether information has been provided by pictures or illustrations or by the words in a text

Literacy/Reading/Integration of Knowledge and Ideas/Level 10: Describes the key ideas of a text using illustrations and text details

Literacy/Reading/Integration of Knowledge and Ideas/Level 11: Identifies the reasons an author gives to support points in a text

DESCRIPTOR / CONTENT DISCIPLINE	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).
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Reading/Integration of Knowledge and Ideas/Level 12: Identifies similarities and differences between two texts on the same topic

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards: Foundational Skills**
LEARNING STANDARD / DISCIPLINE		**Print Concepts**
DESCRIPTOR / CONTENT DISCIPLINE	**RF.K.1**	**Demonstrate understanding of the organization and basic features of print.**
STANDARD	RF.K.1.a	Follow words from left to right, top to bottom, and page by page.
		Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality
		Literacy/Concepts of Print/Level 7: Tracks written text along with spoken text
STANDARD	RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
		Literacy/Concepts of Print/Level 5: Distinguishes letters from words
		Literacy/Segmenting/Level 1:Identifies separate words within a sentence
STANDARD	RF.K.1.c	Understand that words are separated by spaces in print.
		Literacy/Segmenting/Level 1:Identifies separate words within a sentence
STANDARD	RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Alphabet Knowledge/Level 6: Identifies all 26 uppercase and lowercase letters
		Literacy/Alphabet Knowledge/Level 7: Rapidly identifies all 26 uppercase and lowercase letters
		Literacy/Concepts of Print/Level 6: Distinguishes between uppercase and lowercase letters
		Literacy/Letter-Sound Correspondence/Level 3: Identifies less than 10 letters based on their sound
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 6: Identifies all uppercase and 20 lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 7: Identifies all 26 uppercase and lowercase letters based on their sounds

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards: Foundational Skills**
LEARNING STANDARD / DISCIPLINE		**Phonological Awareness**
DESCRIPTOR / CONTENT DISCIPLINE	**RF.K.2**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
STANDARD	RF.K.2.a	Recognize and produce rhyming words.
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
		Literacy/Rhyming/Level 2: Determines if two words rhyme
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
		Literacy/Rhyming/Level 6: Fills in rhyming words
STANDARD	RF.K.2.b	Count, pronounce, blend, and segment syllables in spoken words.
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Blending/Level 3: Combines syllables to form words

Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words

Literacy/Blending/Level 5: Blends phonemes to form simple words

Literacy/Blending/Level 6: Blend phonemes to form simple words quickly

Literacy/Blending/Level 7: Blends phonemes to form one-syllable word with consonant digraphs

Literacy/Blending/Level 8: Blends phonemes to form one-syllable words with consonant blends

Literacy/Phonics/Decoding/Level 9: Determines the number of syllables in a printed word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word

Literacy/Segmenting/Level 2: Segments compound words into two words

Literacy/Segmenting/Level 3: Deletes word from a compound word

Literacy/Segmenting/Level 4: Segments words into syllables

Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes

Literacy/Segmenting/Level 6: Isolates final sounds in CVC words

Literacy/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)

Literacy/Segmenting/Level 8: Identifies consonants that are combined to form a consonant blend

STANDARD	RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.

Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset

Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset

Literacy/Alliteration/Level 4: Isolates the onset in words

Literacy/Alliteration/Level 5: Sorts words by onset

Literacy/Alliteration/Level 6: Sorts words with initial diagraphs by onset

Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word
		Literacy/Rhyming/Level 2: Determines if two words rhyme
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
		Literacy/Rhyming/Level 6: Fills in rhyming words
STANDARD	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/.)
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Alliteration/Level 6: Sorts words with initial diagraphs by onset
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word
		Literacy/Segmenting/Level 2: Segments compound words into two words
		Literacy/Segmenting/Level 3: Deletes word from a compound word
		Literacy/Segmenting/Level 4: Segments words into syllables
		Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes
		Literacy/Segmenting/Level 6: Isolates final sounds in CVC words
		Literacy/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)
STANDARD	RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
		Literacy/Blending/Level 2: Adds missing word to form compound word.
		Literacy/Blending/Level 3: Combines syllables to form words
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	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.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Alphabet Knowledge/Level 6: Identifies all 26 uppercase and lowercase letters
		Literacy/Alphabet Knowledge/Level 7: Rapidly identifies all 26 uppercase and lowercase letters
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 6: Identifies all uppercase and 20 lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 7: Identifies all 26 uppercase and lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 8: Identifies vowels based on long vowel sounds
		Literacy/Segmenting/Level 8: Identifies consonants that are combined to form a consonant blend
STANDARD	RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
		Literacy/Decoding/Level 6: Decode CVC words with short vowel sounds
		Literacy/Decoding/Level 8: Decodes CVCe words with long vowel sounds
		Literacy/Letter-Sound Correspondence/Level 8: Identifies vowels based on long vowel sounds
		Literacy/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)
STANDARD	RF.K.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
		Literacy/High-Frequency Words/Level 6: Identifies the following sight words: the, can, is, a, I, see, on, he, she, at
		Literacy/High-Frequency Words/Level 7: Identifies the following sight words: to, in, you, it, was, that, his, and, for, are
		Literacy/High-Frequency Words/Level 8: Identifies the following sight words: of, with, they, be, this, have, from, we, look, my
STANDARD	RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words

Literacy/Alliteration/Level 5: Sorts words by onset

Literacy/Alliteration/Level 6: Sorts words with initial diagraphs by onset

Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words

Literacy/Blending/Level 7: Blends phonemes to form one-syllable word with consonant digraphs

Literacy/Blending/Level 8: Blends phonemes to form one-syllable words with consonant blends

Literacy/Decoding/Level 6: Decode CVC words with short vowel sounds

Literacy/Decoding/Level 7: Decode CCVC words with consonant digraphs

Literacy/Decoding/Level 8: Decodes CVCe words with long vowel sounds

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word

Literacy/Rhyming/Level 2: Determines if two words rhyme

Literacy/Rhyming/Level 3: Matches rhyming words

Literacy/Rhyming/Level 4: Determines which word does not rhyme

Literacy/Rhyming/Level 5: Sorts words by rhyme

Literacy/Rhyming/Level 6: Fills in rhyming words

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.4	Read emergent-reader texts with purpose and understanding.

Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations

Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text

Literacy/Comprehension-Fiction/Level 8: Makes simple prediction and inferences about a text

Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations

Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text

Literacy/Comprehension-Non-Fiction/Level 8: Recalls order of procedures after reading a procedural text

Literacy/High-Frequency Words/Level 6: Identifies the following sight words: the, can, is, a, I, see, on, he, she, at

Literacy/High-Frequency Words/Level 7: Identifies the following sight words: to, in, you, it, was, that, his, and, for, are

Literacy/High-Frequency Words/Level 8: Identifies the following sight words: of, with, they, be, this, have, from, we, look, my

Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements

Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements

Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story

Literacy/Key Ideas & Details/Level 4: Recalls key details from a story

Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story

Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text

Literacy/Key Ideas & Details/Level 7: Makes text to text connections

Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details

Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text

Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story

Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story

Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details

STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	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 . . .).
		Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
		Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations

STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	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.
		Literacy/Comprehension-Fiction/Level 5: Interacts during a read-aloud with call and response or movements
		Literacy/Concepts of Print/Level 7: Tracks written text along with spoken text
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
DESCRIPTOR / CONTENT DISCIPLINE	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.K.1.a	Print many upper- and lowercase letters.
		Literacy/Writing Development/Level 4: Writes letter strings
		Literacy/Writing Development/Level 5: Writes letter strings with spaces
		Literacy/Writing Development/Level 6: Labels picture with at least the initial sound
STANDARD	L.K.1.b	Use frequently occurring nouns and verbs.
		Language & Communication Development/Conventions of Language/Level 8: Demonstrates understanding of matching verbs to singular and plural nouns in
STANDARD	L.K.1.c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
		Language & Communication Development/Conventions of Language/Level 3: Demonstrates understanding of regular plural nouns
		Language & Communication Development/Conventions of Language/Level 8: Demonstrates understanding of matching verbs to singular and plural nouns in
STANDARD	L.K.1.d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why,
STANDARD	L.K.1.e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
		Language & Communication Development/Conventions of Language/Level 6: Demonstrates understanding of prepositions within sentences

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards

DESCRIPTOR / CONTENT DISCIPLINE	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.K.2.a	Capitalize the first word in a sentence and the pronoun I.
		Literacy/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation
STANDARD	L.K.2.b	Recognize and name end punctuation.
		Literacy/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation
STANDARD	L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
		Literacy/Writing Development/Level 4: Writes letter strings
		Literacy/Writing Development/Level 5: Writes letter strings with spaces
		Literacy/Writing Development/Level 6: Labels picture with at least the initial sound
STANDARD	L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
		Literacy/Writing Development/Level 7: Uses invented or phonetic spelling

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
STANDARD	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).
		Language & Communication Development/Academic Vocabulary/Level 4: Applies understanding of cross-curricular prekindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 5: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 6: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 7: Applies understanding of a range of cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 8: Applies understanding of some cross-curricular 1st grade level 2 tiers words
		Language & Communication Development/Vocabulary/Level 1: Understands color words
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories

		Language & Communication Development/Vocabulary/Level 6: Demonstrates understanding of basic multiple meaning words
		Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text
STANDARD	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.
		Language & Communication/Vocabulary/Level 10: Use frequently occurring prefixes as a clue to the meaning of a word
		Language & Communication/Vocabulary/Level 11: Use frequently occurring suffixes as a clue to the meaning of a word
		Language & Communication/Vocabulary/Level 12: Identify frequently occurring root words and their inflectional forms
		Literacy/Phonics/Decoding/Level 11: Reads words with inflectional endings

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
DESCRIPTOR / CONTENT DISCIPLINE	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
STANDARD	L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Language & Communication/Vocabulary/Level 9: Sorts words into categories in order to understand the concepts the categories represent
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Alliteration/Level 6: Sorts words with initial diagraphs by onset
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
STANDARD	L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
		Language & Communication Development/Vocabulary/Level 4: Demonstrates understanding of common antonymns
STANDARD	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.
		Language & Communication Development/Vocabulary/Level 3: Demonstrates understanding of comparative adjectives
		Language & Communication Development/Vocabulary/Level 7: Makes connections between shades of verbs and adjectives

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
DESCRIPTOR / CONTENT DISCIPLINE	L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
		Language & Communication Development/Academic Vocabulary/Level 4: Applies understanding of cross-curricular prekindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 5: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 6: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 7: Applies understanding of a range of cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 8: Applies understanding of some cross-curricular 1st grade level 2 tiers words
		Language & Communication Development/Receptive Language/Level 1: Shows understanding of basic words
		Language & Communication Development/Vocabulary/Level 1: Understands color words
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Language & Communication/Vocabulary/Vocabulary/Level 8B: Identifies real-life connections between words and their uses

Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text

STATE GOAL / DISCIPLINARY CONCEPT	IL.K-12.MP.	Mathematical Practices
LEARNING STANDARD / DISCIPLINE	K-12.MP.1.	Make sense of problems and persevere in solving them.

Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters

Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5

Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10

Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral

Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20

Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral

Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100

Mathematics/Geometry/Reasoning with Shapes/Level 10: Draws shapes to possess defining attributes

Mathematics/Geometry/Reasoning with Shapes/Level 11: Builds two-dimensional shapes to create a composite shape and then composes new shapes from the composite shape.
Mathematics/Geometry/Reasoning with Shapes/Level 12: Demonstrates understanding of two or four equal shares of a partitioned shape

Mathematics/Geometry/Reasoning with Shapes/Level 9: Distinguishes between defining attributes and non-defining attributes

Mathematics/Math Applications/Measurement/Level 10: Tells time in hours and half-hours using analog and digital clocks

Mathematics/Math Applications/Measurement/Level 11: Writes time in hours and half-hours using analog and digital clocks

Mathematics/Math Applications/Measurement/Level 12: Compares and contrasts data points on graphs with three categories

Mathematics/Math Applications/Measurement/Level 9: Expresses the length of an object as a whole number of length units

Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation
Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns

Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
Mathematics/Operations and Algebraic Thinking/Addition/Level 10: Solves addition word problems of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations.
Mathematics/Operations and Algebraic Thinking/Addition/Level 11: Adds using properties of operations (commutative and associative properties of addition)

Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.

Mathematics/Operations and Algebraic Thinking/Addition/Level 9: Solves addition word problems within 20.

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 10: Solves subtraction problems by knowing the missing addend (i.e. Subtract 10-7 by knowing what number makes 10 when added to 7).
Mathematics/Operations and Algebraic Thinking/Subtraction/Level 11: Subtracts using properties of operations (commutative and associative properties of addition)
Mathematics/Operations and Algebraic Thinking/Subtraction/Level 12: Subtracts fluently within 20.

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 9: Solves subtraction word problems within 20.

LEARNING STANDARD / DISCIPLINE	K-12.MP.4.	Model with mathematics.	

Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes

Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations

Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape

Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes

Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes

Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes

Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes

Mathematics/Geometry/Reasoning with Shapes/Level 10: Draws shapes to possess defining attributes

Mathematics/Geometry/Reasoning with Shapes/Level 11: Builds two-dimensional shapes to create a composite shape and then composes new shapes from the composite shape.

Mathematics/Geometry/Reasoning with Shapes/Level 12: Demonstrates understanding of two or four equal shares of a partitioned shape

Mathematics/Geometry/Reasoning with Shapes/Level 9: Distinguishes between defining attributes and non-defining attributes

Mathematics/Geometry/Spatial Relationships/Level 6: Uses simple sketches, models, or maps to locate objects

Mathematics/Geometry/Spatial Relationships/Level 7: Understands that shapes remain the same when they are moved, turned, flipped, or slid

Mathematics/Geometry/Spatial Relationships/Level 8: Creates representations of shapes based on knowledge of defining attributes (e.g., number of sides, angles, etc.)

Mathematics/Math Applications/Measurement/Level 10: Tells time in hours and half-hours using analog and digital clocks

Mathematics/Math Applications/Measurement/Level 11: Writes time in hours and half-hours using analog and digital clocks

Mathematics/Math Applications/Measurement/Level 12: Compares and contrasts data points on graphs with three categories

Mathematics/Math Applications/Measurement/Level 9: Expresses the length of an object as a whole number of length units

Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation

Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns

Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation

Mathematics/Operations and Algebraic Thinking/Addition/Level 10: Solves addition word problems of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations.

Mathematics/Operations and Algebraic Thinking/Addition/Level 11: Adds using properties of operations (commutative and associative properties of addition)

Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.

Mathematics/Operations and Algebraic Thinking/Addition/Level 9: Solves addition word problems within 20.

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 10: Solves subtraction problems by knowing the missing addend (i.e. Subtract 10-7 by knowing what number makes 10 when added to 7).

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 11: Subtracts using properties of operations (commutative and associative properties of addition)

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 12: Subtracts fluently within 20.

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 9: Solves subtraction word problems within 20.

STATE GOAL / DISCIPLINARY CONCEPT	**IL.K.CC.**	**Counting and Cardinality**	
LEARNING STANDARD / DISCIPLINE		**Know number names and the count sequence.**	
DESCRIPTOR / CONTENT DISCIPLINE	CC.K.CC.1.	Count to 100 by ones and by tens.	

Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20

Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral

Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100

Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20

Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.

Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects

Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects

Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects

DESCRIPTOR / CONTENT DISCIPLINE	CC.K.CC.2.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare

Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10

Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size

Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20

Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5

Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10

Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral

Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20

Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral

Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100

Mathematics/Number Sequencing/Level 1: Listens to number chants and songs

Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10

Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20

Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.

Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"

Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects

Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects

Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)

Mathematics/Subitizing/Level 6: Instantly recognizes collections up to 5 when collections contain two colors (conceptual subitizing)

Mathematics/Subitizing/Level 7: Instantly recognizes collections up to 10 that are made by combining two smaller groupers (conceptual subitizing)

Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)

STATE GOAL / DISCIPLINARY CONCEPT	IL.K.CC.	Counting and Cardinality
LEARNING STANDARD / DISCIPLINE		Count to tell the number of objects.
DESCRIPTOR / CONTENT DISCIPLINE	CC.K.CC.4.	Understand the relationship between numbers and quantities; connect counting to cardinality.
STANDARD	CC.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.

Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence

Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets

Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity

Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare

Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10

Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size

Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20

Mathematics/Number Sequencing/Level 1: Listens to number chants and songs

Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"

Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects

Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects

Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)

STANDARD		CC.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.

Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence

Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets

Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity

Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare

Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10

Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size

Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20

Mathematics/Number Sequencing/Level 1: Listens to number chants and songs

Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"

Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects

Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects

Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)

STANDARD		CC.K.CC.4.c.	Understand that each successive number name refers to a quantity that is one larger.

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less

Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)

Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)

Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare

Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10

Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size

Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20

Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5

Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10

Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral

Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20

Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral

Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100

Mathematics/Number Sequencing/Level 1: Listens to number chants and songs

Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10

Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20

Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.

Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"

Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects

Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects

Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)

Mathematics/Subitizing/Level 6: Instantly recognizes collections up to 5 when collections contain two colors (conceptual subitizing)

Mathematics/Subitizing/Level 7: Instantly recognizes collections up to 10 that are made by combining two smaller groupers (conceptual subitizing)

Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)

STATE GOAL / DISCIPLINARY CONCEPT	IL.K.CC.	Counting and Cardinality

| DESCRIPTOR / CONTENT DISCIPLINE | CC.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. |

Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence

Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets

Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity

Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare

Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10

Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size

Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20

Mathematics/Number Sequencing/Level 1: Listens to number chants and songs

Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"

Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects

Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects

Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)

STATE GOAL / DISCIPLINARY CONCEPT	IL.K.CC.	Counting and Cardinality

LEARNING STANDARD / DISCIPLINE		**Compare numbers.**
DESCRIPTOR / CONTENT DISCIPLINE	CC.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.
		Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets
		Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10
		Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size
		Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20
		Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters
DESCRIPTOR / CONTENT DISCIPLINE	CC.K.CC.7.	Compare two numbers between 1 and 10 presented as written numerals.
		Mathematics/Number Sequencing/Level 2: Orders quantities 0-5
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Number Sequencing/Level 6: Orders numerals 0 to 10 forward and backward
		Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20
STATE GOAL / DISCIPLINARY CONCEPT	**IL.K.OA.**	**Operations and Algebraic Thinking**
LEARNING STANDARD / DISCIPLINE		**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**
DESCRIPTOR / CONTENT DISCIPLINE	CC.K.OA.1.	Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
		Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
		Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation
		Mathematics/Operations and Algebraic Thinking/Addition/Level 10: Solves addition word problems of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations.
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 11: Subtracts using properties of operations (commutative and associative properties of addition)
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 9: Solves subtraction word problems within 20.
		Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
		Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)
		Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
DESCRIPTOR / CONTENT DISCIPLINE	CC.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.

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less

Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)

Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)

Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

Mathematics/Operations and Algebraic Thinking/Addition/Level 10: Solves addition word problems of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations.

Mathematics/Operations and Algebraic Thinking/Addition/Level 11: Adds using properties of operations (commutative and associative properties of addition)

Mathematics/Operations and Algebraic Thinking/Addition/Level 9: Solves addition word problems within 20.

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 11: Subtracts using properties of operations (commutative and associative properties of addition)

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 9: Solves subtraction word problems within 20.

Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)

Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)

Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

DESCRIPTOR / CONTENT DISCIPLINE	CC.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).

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less

Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)

Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)

Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

Mathematics/Composing Shapes/Level 6: Draws basic 2-dimensional shapes

Mathematics/Composing Shapes/Level 7: Composes simple shapes to form larger shapes

Mathematics/Composing Shapes/Level 8: Partition shapes into simple shapes

Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters

Mathematics/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole

Mathematics/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole

Mathematics/Decomposing/Level 8: Uses understanding of place value to decompose numbers between 11-20

Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)
Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

| DESCRIPTOR / CONTENT DISCIPLINE | CC.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. |

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
Mathematics/Composing Shapes/Level 6: Draws basic 2-dimensional shapes

Mathematics/Composing Shapes/Level 7: Composes simple shapes to form larger shapes

Mathematics/Composing Shapes/Level 8: Partition shapes into simple shapes

Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters

Mathematics/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole

Mathematics/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole

Mathematics/Decomposing/Level 8: Uses understanding of place value to decompose numbers between 11-20

Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)
Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

| DESCRIPTOR / CONTENT DISCIPLINE | CC.K.OA.5. | Fluently add and subtract within 5. |

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10

Mathematics/Composing Shapes/Level 6: Draws basic 2-dimensional shapes

Mathematics/Composing Shapes/Level 7: Composes simple shapes to form larger shapes

Mathematics/Composing Shapes/Level 8: Partition shapes into simple shapes

Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

Mathematics/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole

Mathematics/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole

Mathematics/Decomposing/Level 8: Uses understanding of place value to decompose numbers between 11-20

Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 10: Solves subtraction problems by knowing the missing addend (i.e. Subtract 10-7 by knowing what number makes 10 when added to 7).
Mathematics/Operations and Algebraic Thinking/Subtraction/Level 12: Subtracts fluently within 20.

Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)
Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

STATE GOAL / DISCIPLINARY CONCEPT	IL.K.NBT.	Number and Operations in Base Ten
LEARNING STANDARD / DISCIPLINE		Work with numbers 11-19 to gain foundations for place value.
DESCRIPTOR / CONTENT DISCIPLINE	CC.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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
Mathematics/Composing Shapes/Level 6: Draws basic 2-dimensional shapes

Mathematics/Composing Shapes/Level 7: Composes simple shapes to form larger shapes

Mathematics/Composing Shapes/Level 8: Partition shapes into simple shapes

Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters

Mathematics/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole

Mathematics/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole

Mathematics/Decomposing/Level 8: Uses understanding of place value to decompose numbers between 11-20

Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)

Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

STATE GOAL / DISCIPLINARY CONCEPT	IL.K.MD.	Measurement and Data
LEARNING STANDARD / DISCIPLINE		Describe and compare measurable attributes.
DESCRIPTOR / CONTENT DISCIPLINE	CC.K.MD.1.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Mathematics/Math Applications/Measurement/Level 9: Expresses the length of an object as a whole number of length units

Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height

Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter

Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object

Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height

Mathematics/Measurement/Level 6: Indirectly compares the length of two objects by using a third object

Mathematics/Measurement/Level 7: Uses a nonstandard unit of measurement to measure and compare objects

Mathematics/Measurement/Level 8: Uses standard measurement tools to compare two objects

| DESCRIPTOR / CONTENT DISCIPLINE | CC.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. |

Mathematics/Math Applications/Measurement/Level 12: Compares and contrasts data points on graphs with three categories

Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height

Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter

Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object

Mathematics/Measurement/Level 4: Fills in containers with objects to compare volumes

Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height

Mathematics/Measurement/Level 6: Indirectly compares the length of two objects by using a third object

Mathematics/Measurement/Level 7: Uses a nonstandard unit of measurement to measure and compare objects

Mathematics/Measurement/Level 8: Uses standard measurement tools to compare two objects

Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance

STATE GOAL / DISCIPLINARY CONCEPT	IL.K.MD.	Measurement and Data
LEARNING STANDARD / DISCIPLINE		Classify objects and count the number of objects in each category.
DESCRIPTOR / CONTENT DISCIPLINE	CC.K.MD.3.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute

Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute

Mathematics/Classification & Data/Level 3: Matches similar objects

Mathematics/Classification & Data/Level 4: Identifies objects given two attributes

Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes

STATE GOAL / DISCIPLINARY CONCEPT	IL.K.G.	Geometry
LEARNING STANDARD / DISCIPLINE		Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
DESCRIPTOR / CONTENT DISCIPLINE	CC.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. Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape

Mathematics/2-D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)

Mathematics/Spatial Relationships/Level 1: Follows simple directions related to position (in, on, off, over, under)

Mathematics/Spatial Relationships/Level 2: Follows simple directions related to direction (up and down)

Mathematics/Spatial Relationships/Level 3: Follows simple directions related to proximity (beside, between, next to)

Mathematics/Spatial Relationships/Level 4: Follows simple directions related to frames of reference (behind, left, right, in front of, to this side of, above, below)

Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance

DESCRIPTOR / CONTENT DISCIPLINE	CC.K.G.2.	Correctly name shapes regardless of their orientations or overall size.

Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation

Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations

Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape

Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.

Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects

Mathematics/2-D Shapes/Level 6: Describes attributes of basic 2-dimensional shapes

Mathematics/2-D Shapes/Level 7: Compares 2-dimensional shapes

Mathematics/2-D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)

Mathematics/Composing/Level 6: Identifies the missing part to complete wholes up to 5

Mathematics/Composing/Level 7: Identifies the missing part to complete wholes up to 10

Mathematics/Composing/Level 8: Uses understanding of place value to compose numbers between 11-20

Mathematics/Geometry/Reasoning with Shapes/Level 11: Builds two-dimensional shapes to create a composite shape and then composes new shapes from the composite shape.
Mathematics/Geometry/Reasoning with Shapes/Level 12: Demonstrates understanding of two or four equal shares of a partitioned shape

STATE GOAL / DISCIPLINARY CONCEPT	IL.K.G.	Geometry
LEARNING STANDARD / DISCIPLINE		**Analyze, compare, create, and compose shapes.**
DESCRIPTOR / CONTENT DISCIPLINE	CC.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).

Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation

Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations

Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape

Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.

Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects

Mathematics/2-D Shapes/Level 6: Describes attributes of basic 2-dimensional shapes

Mathematics/2-D Shapes/Level 7: Compares 2-dimensional shapes

Mathematics/2-D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)

Mathematics/Composing/Level 6: Identifies the missing part to complete wholes up to 5

Mathematics/Composing/Level 7: Identifies the missing part to complete wholes up to 10

Mathematics/Composing/Level 8: Uses understanding of place value to compose numbers between 11-20

Mathematics/Geometry/Reasoning with Shapes/Level 10: Draws shapes to possess defining attributes

Mathematics/Geometry/Reasoning with Shapes/Level 11: Builds two-dimensional shapes to create a composite shape and then composes new shapes from the composite shape.

		Mathematics/Geometry/Reasoning with Shapes/Level 12: Demonstrates understanding of two or four equal shares of a partitioned shape
		Mathematics/Geometry/Reasoning with Shapes/Level 9: Distinguishes between defining attributes and non-defining attributes
DESCRIPTOR / CONTENT DISCIPLINE	CC.K.G.5.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
		Mathematics/Composing/Level 6: Identifies the missing part to complete wholes up to 5
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes
		Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
		Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
		Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes
		Mathematics/Geometry/Spatial Relationships/Level 8: Creates representations of shapes based on knowledge of defining attributes (e.g., number of sides, angles, etc.)
DESCRIPTOR / CONTENT DISCIPLINE	CC.K.G.6.	Compose simple shapes to form larger shapes. For example, ''Can you join these two triangles with full sides touching to make a rectangle?''
		Mathematics/Composing/Level 7: Identifies the missing part to complete wholes up to 10
		Mathematics/Composing/Level 8: Uses understanding of place value to compose numbers between 11-20
		Mathematics/Geometry/Reasoning with Shapes/Level 11: Builds two-dimensional shapes to create a composite shape and then composes new shapes from the composite shape.
		Mathematics/Geometry/Reasoning with Shapes/Level 12: Demonstrates understanding of two or four equal shares of a partitioned shape

Illinois Learning Standards

Science

Grade: **K** - Adopted: **2014**

STATE GOAL / DISCIPLINARY CONCEPT	IL.K-PS.	PHYSICAL SCIENCE
LEARNING STANDARD / DISCIPLINE	K-PS2.	Motion and Stability: Forces and Interactions
DESCRIPTOR / CONTENT DISCIPLINE		Students who demonstrate understanding can:
STANDARD	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.
		Science & Technology/Physical Science/Level 6: Classify objects based on the way they move
		Science & Technology/Physical Science/Level 8: Predicts different effects of various amounts of force applied to stationary objects.
STANDARD	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.
		Science & Technology/Physical Science/Level 8: Predicts different effects of various amounts of force applied to stationary objects.

STATE GOAL / DISCIPLINARY CONCEPT	IL.K-PS.	PHYSICAL SCIENCE
LEARNING STANDARD / DISCIPLINE	K-PS3.	Energy
DESCRIPTOR / CONTENT DISCIPLINE		Students who demonstrate understanding can:
STANDARD	K-PS3-1.	Make observations to determine the effect of sunlight on Earth's surface.
		Science & Technology/Earth Science/Level 12: Describes the relationship between the amount of daylight and the time of year
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
		Science & Technology/Physical Science/Level 10: Explores how the placement of objects affects light and shadows.
		Science & Technology/Physical Science/Level 11: Explores the effect that objects made with different materials have when placed in a beam of light.

STANDARD		K-PS3-2.	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
			Science & Technology/Earth Science/Level 12: Describes the relationship between the amount of daylight and the time of year
			Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
			Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
			Science & Technology/Physical Science/Level 10: Explores how the placement of objects affects light and shadows.
			Science & Technology/Physical Science/Level 11: Explores the effect that objects made with different materials have when placed in a beam of light.

STATE GOAL / DISCIPLINARY CONCEPT	IL.K-LS.	LIFE SCIENCE
LEARNING STANDARD / DISCIPLINE	K-LS1.	From Molecules to Organisms: Structures and Processes
DESCRIPTOR / CONTENT DISCIPLINE		Students who demonstrate understanding can:

STANDARD		K-LS1-1.	Use observations to describe patterns of what plants and animals (including humans) need to survive.
			Science & Technology/Earth Science/Earth Science/Level 7: Makes a model to show the relationship between the needs of different plants or animals (including humans) and the places they live
			Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
			Science & Technology/Life Science/Level 4: Identifies how living things change over time
			Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
			Science & Technology/Life Science/Level 9: Compares and contrasts the basic needs of plants and animals

STATE GOAL / DISCIPLINARY CONCEPT	IL.K-ESS.	EARTH AND SPACE SCIENCE
LEARNING STANDARD / DISCIPLINE	K-ESS2.	Earth's Systems
DESCRIPTOR / CONTENT DISCIPLINE		Students who demonstrate understanding can:

STANDARD		K-ESS2-1.	Use and share observations of local weather conditions to describe patterns over time.
			Science & Technology/Earth Science/Level 10: Describes seasonal patterns of change by analyzing data
			Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
			Science & Technology/Earth Science/Level 3: Analyzes patterns in weather and the effects of weather on the Earth's environment
			Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
STANDARD		K-ESS2-2.	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
			Science & Technology/Earth Science/Earth Science/Level 6: Demonstrates an understanding of how plants and animals (including humans) can change the environment to meet their needs

STATE GOAL / DISCIPLINARY CONCEPT	IL.K-ESS.	EARTH AND SPACE SCIENCE
LEARNING STANDARD / DISCIPLINE	K-ESS3.	Earth and Human Activity
DESCRIPTOR / CONTENT DISCIPLINE		Students who demonstrate understanding can:

STANDARD		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.
			Science & Technology/Earth Science/Earth Science/Level 7: Makes a model to show the relationship between the needs of different plants or animals (including humans) and the places they live
			Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
			Science & Technology/Life Science/Level 4: Identifies how living things change over time
			Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
			Science & Technology/Life Science/Level 9: Compares and contrasts the basic needs of plants and animals
STANDARD		K-ESS3-2.	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
STANDARD	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.
		Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment

STATE GOAL / DISCIPLINARY CONCEPT	IL.K-2-ETS.	ENGINEERING DESIGN
LEARNING STANDARD / DISCIPLINE	**K-2-ETS1.**	**Engineering Design**
DESCRIPTOR / CONTENT DISCIPLINE		**Students who demonstrate understanding can:**
STANDARD	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. Science & Technology/Engineering/Engineering/Level 4: Identifies a problem or need and why it is important
		Science & Technology/Engineering/Engineering/Level 5: Identifies potential solutions to a problem
		Science & Technology/Engineering/Engineering/Level 6: Makes observations about a situation to define a simple problem that can be solved through the development or improvement of an object or tool
STANDARD	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.
		Science & Technology/Engineering/Engineering/Level 7: Demonstrates an understanding of how the shape of an object impacts the object's ability to solve a problem
STANDARD	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.
		Science & Technology/Engineering/Engineering/Level 8: Analyzes data from the tests of two objects to compare the strengths and weaknesses of each object

Illinois Learning Standards

Social Studies

Grade: K - Adopted: 2022

STATE GOAL / DISCIPLINARY CONCEPT		Disciplinary Concepts - Kindergarten: My Social World
LEARNING STANDARD / DISCIPLINE		**Economics and Financial Literacy**
DESCRIPTOR / CONTENT DISCIPLINE		**Economic Decision Making**
STANDARD	SS.K.EC.1.	Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).
		Social Studies/Economics/Level 10: Demonstrates an understanding that the decisions that people make are influenced by the trade-offs of different options
		Social Studies/Economics/Level 11: Evaluates different methods for allocating scarce goods and services in their school or community
		Social Studies/Economics/Level 12: Describes how consumers will react to rising and falling prices for goods and services
		Social Studies/Economics/Level 9: Describes the differences between wants and needs
		Social Studies/Global Connections/Level 12: Identifies ways that the wants and needs of people in one part of the world might conflict with the wants and needs of people in other parts of the world
STATE GOAL / DISCIPLINARY CONCEPT		Disciplinary Concepts - Kindergarten: My Social World
LEARNING STANDARD / DISCIPLINE		**History**
DESCRIPTOR / CONTENT DISCIPLINE		**Change, Continuity, and Context**
STANDARD	SS.K.H.1.	With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.
		Social Studies/Culture/Level 10: Describes how information and experiences may be interpreted differently by people from different cultural groups
		Social Studies/Culture/Level 12: Demonstrates an understanding of how different values and beliefs can make understanding between people and groups difficult

Social and Emotional Learning

Grade: **K** - Adopted: **2004**

STATE GOAL / DISCIPLINARY CONCEPT	IL.1.	Develop self-awareness and self-management skills to achieve school and life success.
LEARNING STANDARD / DISCIPLINE	1A.	Identify and manage one's emotions and behavior.
DESCRIPTOR / CONTENT DISCIPLINE	1A.1a.	Recognize and accurately label emotions and how they are linked to behavior.

Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)

Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions

Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarassed, and disappointed)

Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions

Social-Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions

Social-Emotional Development/Identifying Emotions/Level 6: Connects basic emotions to a variety of facial expressions and body language cues

Social-Emotional Development/Identifying Emotions/Level 7: Identifies a variety of facial expressions as they relate to more complex emotions

Social-Emotional Development/Identifying Emotions/Level 8 :Connects more complex emotions to a variety of facial features and body language cues

Social-Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self

Social-Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)

Social-Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)

Social-Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)

Social-Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
Social-Emotional Development/Responding to Emotions/Level 6: Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised)
Social-Emotional Development/Responding to Emotions/Level 7: Identifies appropriate ways to respond to more complex positive emotions (calm, surprised)

Social-Emotional Development/Responding to Emotions/Level 8: Recognizes that others may have a different emotional response than their own

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions
Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions

Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems

Social-Emotional Development/Social Problem Solving/Level 7: Identifies appropriate solutions for social problems involving more complex emotions

STATE GOAL / DISCIPLINARY CONCEPT	IL.1.	Develop self-awareness and self-management skills to achieve school and life success.
LEARNING STANDARD / DISCIPLINE	1C.	Demonstrate skills related to achieving personal and academic goals.
DESCRIPTOR / CONTENT DISCIPLINE	1C.1a.	Describe why school is important in helping students achieve personal goals.

Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring

STATE GOAL / DISCIPLINARY CONCEPT	IL.2.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.

LEARNING STANDARD / DISCIPLINE	2A.	Recognize the feelings and perspectives of others.
DESCRIPTOR / CONTENT DISCIPLINE	2A.1a.	Recognize that others may experience situations differently from oneself.
		Social-Emotional Development/Responding to Emotions/Level 8: Recognizes that others may have a different emotional response than their own
DESCRIPTOR / CONTENT DISCIPLINE	2A.1b.	Use listening skills to identify the feelings and perspectives of others.
		Social-Emotional Development/Social Awareness/Level 9: Identifies ways to engage in active listening
		Social-Emotional Development/Social Problem Solving/Level 2: Identifies pro-social behaviors
STATE GOAL / DISCIPLINARY CONCEPT	IL.2.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.
LEARNING STANDARD / DISCIPLINE	2C.	Use communication and social skills to interact effectively with others.
DESCRIPTOR / CONTENT DISCIPLINE	2C.1b.	Demonstrate appropriate social and classroom behavior.
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Level 10: Demonstrates an understanding of fairness
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Problem Solving/Level 2: Identifies pro-social behaviors
		Social-Emotional Development/Social Skills/Level 12: Identifies ways to engage in teamwork
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
STATE GOAL / DISCIPLINARY CONCEPT	IL.2.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.
LEARNING STANDARD / DISCIPLINE	2D.	Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
DESCRIPTOR / CONTENT DISCIPLINE	2D.1a.	Identify problems and conflicts commonly experienced by peers.
		Social-Emotional Development/Social Awareness/Level 12: Demonstrates skills for conflict resolution
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems

Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions

Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems

Social-Emotional Development/Social Problem Solving/Level 6: Applies strategies for solving social problems in familiar situations

Social-Emotional Development/Social Problem Solving/Level 7: Identifies appropriate solutions for social problems involving more complex emotions

Social-Emotional Development/Social Problem Solving/Level 8: Applies strategies for solving social problems in new situations

DESCRIPTOR / CONTENT DISCIPLINE	2D.1b.	Identify approaches to resolving conflicts constructively.
		Social-Emotional Development/Social Awareness/Level 12: Demonstrates skills for conflict resolution
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
		Social-Emotional Development/Social Problem Solving/Level 6: Applies strategies for solving social problems in familiar situations
		Social-Emotional Development/Social Problem Solving/Level 7: Identifies appropriate solutions for social problems involving more complex emotions
		Social-Emotional Development/Social Problem Solving/Level 8: Applies strategies for solving social problems in new situations

STATE GOAL / DISCIPLINARY CONCEPT	IL.3.	Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
LEARNING STANDARD / DISCIPLINE	3A.	Consider ethical, safety, and societal factors in making decisions.
DESCRIPTOR / CONTENT DISCIPLINE	3A.1a.	Explain why unprovoked acts that hurt others are wrong.
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
STATE GOAL / DISCIPLINARY CONCEPT	IL.3.	Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
LEARNING STANDARD / DISCIPLINE	3B.	Apply decision-making skills to deal responsibly with daily academic and social situations.
DESCRIPTOR / CONTENT DISCIPLINE	3B.1b.	Make positive choices when interacting with classmates.
		Social-Emotional Development/Social Problem Solving/Level 2: Identifies pro-social behaviors
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring

STATE GOAL / DISCIPLINARY CONCEPT	IL.3.	Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
LEARNING STANDARD / DISCIPLINE	3C.	Contribute to the well-being of one's school and community.
DESCRIPTOR / CONTENT DISCIPLINE	3C.1a.	Identify and perform roles that contribute to one's classroom.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
DESCRIPTOR / CONTENT DISCIPLINE	3C.1b.	Identify and perform roles that contribute to one's family.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Illinois Learning Standards

Technology Education

Grade: **K** - Adopted: **2022**

STATE GOAL / DISCIPLINARY CONCEPT		Illinois Computer Science Standards
LEARNING STANDARD / DISCIPLINE		Computer Science Standards
DESCRIPTOR / CONTENT DISCIPLINE	K-2.IC.	Impacts of Computing

STANDARD		Culture
EXPECTATION	K-2.IC.16.	Compare how people live and work before and after the implementation or adoption of new computing technology.
		Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools
		Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools

STATE GOAL / DISCIPLINARY CONCEPT		Illinois Computer Science Standards
LEARNING STANDARD / DISCIPLINE		Computer Science Standards
DESCRIPTOR / CONTENT DISCIPLINE	K-2.IC.	Impacts of Computing
STANDARD		Safety Law and Ethics
EXPECTATION	K-2.IC.18.	Keep login information private and log off of devices appropriately.
		Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools
		Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools