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Illinois Learning Standards

1ST GRADE

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

Compiled by ISBE Content Specialists

ENGLISH LANGUAGE ARTS – 1st GRADE**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING***Key Ideas and Details*

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

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

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

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

Production and Distribution of Writing

- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING*Comprehension and Collaboration*

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

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

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

Presentation of Knowledge and Ideas

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

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

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

READING STANDARDS FOR LITERATURE*Key Ideas and Details*

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING STANDARDS FOR INFORMATIONAL TEXT*Key Ideas and Details*

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration and Knowledge and Ideas

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

READING STANDARDS: FOUNDATIONAL SKILLS*Print Concepts*

RF.1.1 Demonstrate Understanding of the Organization and Basic Features of Print

RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.1.2 Demonstrate Understanding of Spoken Words, Syllables, and Sounds (Phonemes).

RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3 Know and Apply Grade-Level Phonics and Word Analysis Skills in Decoding Words

RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3.b Decode regularly spelled one-syllable words.

RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3.f Read words with inflectional endings.

RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

RF.1.4.a Read on-level text with purpose and understanding.

RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

Text Types and Purposes

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

LANGUAGE STANDARDS

Conventions of Standard English

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1.a Print all upper- and lowercase letters.

L.1.1.b Use common, proper, and possessive nouns.

L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

- L.1.1.f Use frequently occurring adjectives.
 - L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - L.1.1.h Use determiners (e.g., articles, demonstratives).
 - L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).
 - L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
 - L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.1.2.a Capitalize dates and names of people.
 - L.1.2.b Use end punctuation for sentences.
 - L.1.2.c Use commas in dates and to separate single words in a series.
 - L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Vocabulary Acquisition and Use**
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.
 - L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
 - L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
 - L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

FINE ARTS – 1st GRADE

DANCE

CREATING

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

- DA:Cr1.1.1 a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
- b. Explore a variety of locomotor and nonlocomotor movements by experimenting with and changing the elements of dance.

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

- DA:Cr2.1.1 a. Improvise a series of movements that have a beginning, middle, and end. Describe movement choices.
- b. Choose movements that express an idea or emotion or follow a musical phrase.

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

- DA:Cr3.1.1 a. Apply suggestions for changing movement through guided improvisational experiences.
- b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).

PERFORMING

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

- DA:Pr4.1.1 a. Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.
- b. Relate quick, moderate, and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.
- c. Demonstrate movement characteristics along with movement vocabulary.

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

- DA:Pr5.1.1 a. Demonstrate a range of locomotor and nonlocomotor movements, body patterning, body shapes, and directionality.

- b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
- c. Modify movements and spatial arrangements upon request.

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

- DA:Pr6.1.1
- a. Perform a dance for others that conveys an idea, feeling, experience, image, or story.
 - b. Explore the use of simple props or scenery to enhance performance.

RESPONDING

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

- DA:Re7.1.1
- a. Identify a movement that repeats in a dance to make a pattern.
 - b. Demonstrate observed or performed dance movements from a specific genre or culture.

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

- DA:Re8.1.1
- a. Select movements from a dance that suggest ideas and use simple dance terminology to explain how the movement captures the idea.

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

- DA:Re9.1.1
- a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.

CONNECTING

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

- DA:Cn10.1.1
- a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.
 - b. Observe a work of art. Discuss observations and identify ideas for dance movement and demonstrate the big ideas.

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

- DA:Cn11.1.1
- a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

MEDIA ARTS

CREATING

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

- MA:Cr1.1.1
- a. Express and share ideas for media artworks through brainstorming, sketching, and modeling.

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

- MA:Cr2.1.1
- a. With guidance, use identified ideas to form plans and models for media arts productions.

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

- MA:Cr3.1.1
- a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles (for example, pattern, repetition).
 - b. Make guided changes and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.

PRODUCING

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

- MA:Pr4.1.1
- a. Combine varied content (for example, arts, media, literary, science) in media artworks for presentation (for example, an illustrated story).

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

- MA:Pr5.1.1
- a. Describe various artistic skills and roles (for example, technical steps, planning, collaborating) in media arts productions and presentations.
 - b. Describe and demonstrate basic creative skills within media arts productions (for example, varying techniques).
 - c. Experiment with and share different ways to use tools and techniques to construct media artworks.

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

- MA:Pr6.1.1
- a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.
 - b. With guidance, discuss the experience of the presentation of media artworks.

RESPONDING

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

- MA:Re7.1.1
- a. Identify components and messages in media artworks.
 - b. With guidance, identify how a variety of media artworks create different experiences.

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

- MA:Re8.1.1
- a. With guidance, identify the meanings of a variety of media artworks.

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

- MA:Re9.1.1
- a. Identify the effective parts of, and possible changes to, media artworks.

CONNECTING

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

- MA:Cn10.1.1 a. Use personal experiences and choices in making media artworks.
b. Share meaningful experiences of media artworks.

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

- MA:Cn11.1.1 a. Discuss and describe media artworks in everyday life (for example, popular media, connections with family and friends).
b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

MUSIC**CREATING**

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

- MU:Cr1.1.1 a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

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

- MU:Cr2.1.1 a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

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

- MU:Cr3.1.1 a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.
b. With limited guidance, present a final version of personal musical ideas to peers.

PERFORMING

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

- MU:Pr4.1.1 a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.
b. With limited guidance, demonstrate knowledge of musical concepts (for example, beat, melodic contour) in a variety of music selected for performance.
c. When analyzing selected music, read and perform simple rhythmic and melodic patterns using iconic or standard notation.
d. Demonstrate and describe music's expressive qualities (for example, dynamics, tempo).

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

- MU:Pr5.1.1 a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.

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

- MU:Pr6.1.1 a. With limited guidance, perform music for a specific purpose with expression.
b. Perform appropriately for the audience and purpose.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- MU:Re7.1.1 a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.
b. With limited guidance, demonstrate and identify how specific music concepts (for example, beat, pitch) are used in various styles of music for a purpose.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MU:Re8.1.1 a. With limited guidance, demonstrate and identify expressive qualities (for example, dynamics, tempo) that reflect performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- MU:Re9.1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

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

- MU:Cn10.1.1 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

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

- MU:Cn11.1.1 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE

CREATING

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

- TH:Cr1.1.1 a. Propose potential choices characters could make in a guided drama experience (for example, process drama, story drama, creative drama).
 b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (for example, process drama, story drama, creative drama).
 c. Imagine ways in which voice/sound and gesture/ movement may be used to create or retell a story in guided drama experiences (for example, process drama, story drama, creative drama).

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

- TH:Cr2.1.1 a. With prompting and support, contribute to a sequential plot in a guided drama experience (for example, process drama, story drama, creative drama).

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

- TH:Cr3.1.1 a. Develop concentration while participating in a guided drama experience (for example, process drama, story drama, creative drama).
 b. Identify similarities and differences in sounds and movements in a guided drama experience (for example, process drama, story drama, creative drama).
 c. Collaboratively transform the performance space into an imagined world for a guided drama experience (for example, process drama, story drama, creative drama).

PERFORMING

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

- TH:Pr4.1.1 a. Suggest original story elements in a guided drama experience (for example, process drama, story drama, creative drama).
 b. Investigate how movement and voice are incorporated into a guided drama experience (for example, process drama, story drama, creative drama).

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

- TH:Pr5.1.1 b. With prompting and support, identify technical elements (costumes, lights, props, set, sound) that can be used in a guided drama experience (for example, process drama, story drama, creative drama).

PERFORMING

Share, Present

- TH:Pr6.1.1 a. With prompting and support, use movement and gestures to communicate in an informal drama.

RESPONDING

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

- TH:Re7.1.1 a. Recall choices made in a guided drama experience (for example, process drama, story drama, creative drama).

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

- TH:Re8.1.1 a. Explore personal feelings and emotions in a guided drama experience.
 b. With prompting and support, explore the student's own culture through dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).
 c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (for example, process drama, story drama, creative drama).

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

- TH:Re9.1.1 a. With prompting and support, identify favorite or least favorite parts of a drama/theatre experience.
 b. Identify props and costumes that are used in a guided drama experience (for example, process drama, story drama, creative drama).
 c. Demonstrate appropriate audience behavior during a drama/theatre performance.

CONNECTING

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

- TH:Cn10.1.1 a. Identify character emotions in a guided drama experience (for example, process drama, story drama, creative drama) and relate it to personal experience.

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

- TH:Cn11.1.1 a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (for example, process drama, story drama, creative drama).

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

- TH:Cn11.2.1 a. Identify similarities and differences in stories from one's own community in a guided drama experience (for example, process drama, story drama, creative drama).
 b. Collaborate on the creation of visual and aural elements in a literary-based guided drama experience based on research.

VISUAL ARTS

CREATING

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

- VA:Cr1.1.1 a. Engage collaboratively in exploration and imaginative play with materials.

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

- VA:Cr1.2.1 a. Use observation and investigation in preparation for making a work of art.

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

- VA:Cr2.1.1 a. Explore uses of materials and tools to create works of art or design.

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

- VA:Cr2.2.1 a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

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

- VA:Cr2.3.1 a. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

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

- VA:Cr3.1.1 a. Use art vocabulary to describe choices while creating art.

PRESENTING

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

- VA:Pr4.1.1 a. Explain why some objects, artifacts, and artworks are valued over others.

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

- VA:Pr5.1.1 a. Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

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

- VA:Pr6.1.1 a. Identify the roles and responsibilities of people who work in and visit museums and other art venues.

RESPONDING

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

- VA:Re7.1.1 a. Select and describe works of art that illustrate daily life experiences of self and others.

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

- VA:Re7.2.1 a. Compare images that represent the same subject.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- VA:Re8.1.1 a. Identify subject matter and describe characteristics of works of art.

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

- VA:Re9.2.1 a. Classify artwork based on different reasons for preferences.

CONNECTING

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

- VA:Cn10.1.1 a. Identify times, places, and reasons by which students make art outside of school.

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

- VA:Cn11.1.1 a. Understand that people from different places and times have made art for a variety of reasons.

MATHEMATICS – 1st GRADE**STANDARDS FOR MATHEMATICAL PRACTICE****MP**

- MP.1 Make sense of problems and persevere in solving them.
 MP.2 Reason abstractly and quantitatively.
 MP.3 Construct viable arguments and critique the reasoning of others.
 MP.4 Model with mathematics.
 MP.5 Use appropriate tools strategically.
 MP.6 Attend to precision.
 MP.7 Look for and make use of structure.
 MP.8 Look for and express regularity in repeated reasoning.

OPERATIONS AND ALGEBRAIC THINKING**OA***Represent and solve problems involving addition and subtraction.*

- 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

- 1.OA.3 Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.
 1.OA.4 Understand subtraction as an unknown-addend problem.

Add and subtract within 20.

- 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

- 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

NUMBER AND OPERATIONS IN BASE TEN**NBT***Extend the counting sequence.*

- 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

- 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 1.NBT.2.a 10 can be thought of as a bundle of ten ones — called a "ten."
 1.NBT.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 1.NBT.2.c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

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

- 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
 1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MEASUREMENT AND DATA**MD***Measure lengths indirectly and by iterating length units.*

- 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Tell and write time.

- 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

- 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

GEOMETRY**G***Reason with shapes and their attributes.*

- 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Students do not need to learn formal names such as "right rectangular prism."
- 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

PHYSICAL DEVELOPMENT AND HEALTH – 1st GRADE**Acquire Movement And Motor Skills And Understand Concepts Necessary To Engage In Moderate To Vigorous Physical Activity.***Demonstrate Physical Competency in A Variety of Motor Skills and Movement Patterns.*

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

Analyze Various Movement Concepts and Applications.

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

Demonstrate Knowledge of Rules, Safety and Strategies During Physical Activity.

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

Achieve And Maintain A Health-Enhancing Level Of Physical Fitness Based Upon Continual Self-Assessment.*Know And Apply The Principles And Components Of Health-Related And Skill-Related Fitness As Applied To Learning And Performance Of Physical Activities.*

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

Assess Individual Fitness Levels.

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

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

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

Develop Skills Necessary To Become A Successful Member Of A Team By Working With Others During Physical Activity.*Demonstrate Personal Responsibility During Group Physical Activities.*

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

Demonstrate Cooperative Skills During Structured Group Physical Activity.

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

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

- 22.A.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).
- 22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing, and flossing teeth, eating practices, sleep, cleanliness).

22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).

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

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

Explain How the Environment Can Affect Health.

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

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

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

Understand Human Body Systems And Factors That Influence Growth And Development.

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

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

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

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

Describe Factors That Affect Growth And Development.

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

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

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

Promote And Enhance Health And Well-Being Through The Use Of Effective Communication And Decision-Making Skills.

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

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

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

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

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

Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.

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

SCIENCE (NGSS) – 1st GRADE

PHYSICAL SCIENCE

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

STUDENTS WHO DEMONSTRATE UNDERSTANDING CAN.....

1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. *Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.*

1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated. *Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.*

1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. *Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror). Assessment Boundary: Assessment does not include the speed of light.*

1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.* *Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats. Assessment Boundary: Assessment does not include technological details for how communication devices work.*

LIFE SCIENCE

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.* *Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.*

1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. *Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).*

HEREDITY: INHERITANCE AND VARIATION OF TRAITS

- 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. *Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same. Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.*

EARTH AND SPACE**EARTH'S PLACE IN THE UNIVERSE**

- 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. *Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day. Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.*
- 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year. *Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall. Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.*

ENGINEERING DESIGN

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

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

SOCIAL / EMOTIONAL LEARNING – 1ST GRADE**DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

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

Identify And Manage One's Emotions And Behavior.

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

1A.1b Demonstrate control of impulsive behavior.

Recognize personal qualities and external supports.

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

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

Demonstrate skills related to achieving personal and academic goals.

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

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

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

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

Recognize The Feelings And Perspectives Of Others.

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

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

Recognize Individual And Group Similarities And Differences.

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

2B.1b Describe positive qualities in others.

Use Communication And Social Skills To Interact Effectively With Others.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SOCIAL SCIENCE – 1st GRADE

INQUIRY SKILLS

Constructing Essential Questions

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

Determining Helpful Sources

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

Gathering and Evaluating Sources

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

Developing Claims and Using Evidence

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

Communicating Conclusions

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

Taking Informed Action

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

CIVICS

Civic and Political Institutions

SS.CV.1.1 Explain how all people, not just official leaders, play important roles in a community.

Processes, Rules, and Laws

SS.CV.2.1 Identify and explain how rules function in various settings, inside and outside of the school.

ECONOMICS AND FINANCIAL LITERACY

Economic Decision Making

SS.EC.1.1 Explain and give examples of when choices are made that something else is given up.

SS.EC.2.1 Describe the skills and knowledge required to produce certain goods and services.

Financial Literacy

SS.EC.FL.1.1 Explain how people earn pay or income in exchange for work.

GEOGRAPHY

Geographic Representations

SS.G.1.1 Construct and interpret maps and other representations to navigate a familiar place.

HISTORY

Change, Continuity, and Context

SS.H.1.1 Create a chronological sequence of multiple events.

SS.H.2.1 Describe individuals and groups who have shaped a significant historical change.

Perspectives

SS.H.3.1 Compare perspectives of people in the past to those of people in the present.

RESOURCES TO SUPPORT THE STANDARDS

COMPLETE ILLINOIS LEARNING STANDARDS

Illinois Classrooms in Action
www.ilclassroomsinaction.org

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

Illinois Teach & Talk Math
www.ilteachandtalk.org

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

Illinois Writing Matters
www.ilwritingmatters.org

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

Illinois Stats Math
www.ilstats.weebly.com

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

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

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

Achieve the Core
www.achievethecore.org

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

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

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

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

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

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

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

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

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

PARCC Resources

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

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

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

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