Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Illinois Learning Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Speaking and Listening**
LEARNING STANDARD / DISCIPLINE		**Presentation of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Presentation of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Speaking and Listening**
LEARNING STANDARD / DISCIPLINE		**Presentation of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Presentation of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**

LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Speaking and Listening**
LEARNING STANDARD / DISCIPLINE		**Presentation of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Presentation of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**

LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Speaking and Listening**
LEARNING STANDARD / DISCIPLINE		**Presentation of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Presentation of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**

DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.

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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**

LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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.

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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**

DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.

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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.

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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**

DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.

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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Illinois Learning Standards

Language Arts

Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**

DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.

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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**

LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

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

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.

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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**

DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**

DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**

DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**

DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.

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

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

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

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**

DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Illinois Learning Standards

Language Arts

Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**

DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

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

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**

DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**

LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.3.**	**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.**
STANDARD	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.3.**	**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.**
STANDARD	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**

LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**

DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**

DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**

DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Lesson 21: Unit 8 Formal Essay Models, p. 183-192

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Language Arts

Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.3.**	**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.**
STANDARD	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.3.**	**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.**
STANDARD	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**		
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

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

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**

DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**

LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.

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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**

DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.

STATE GOAL / DISCIPLINARY CONCEPT	**Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STATE GOAL / DISCIPLINARY CONCEPT	**Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STATE GOAL / DISCIPLINARY CONCEPT	**Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**

LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.6.	Assess how point of view or purpose shapes the content and style of 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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.6.	Assess how point of view or purpose shapes the content and style of 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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.

STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.6.	Assess how point of view or purpose shapes the content and style of 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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.

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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.6.	Assess how point of view or purpose shapes the content and style of 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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.

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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Illinois Learning Standards

Language Arts

Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
STANDARD	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
STANDARD	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
STANDARD	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
STANDARD	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
STANDARD	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
STANDARD	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
STANDARD	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
STANDARD	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

STANDARD	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**

LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
STANDARD	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
STANDARD	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

STANDARD	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
STANDARD	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
STANDARD	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

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.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.

STATE GOAL / DISCIPLINARY CONCEPT	**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
STANDARD	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
STANDARD	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

STATE GOAL / DISCIPLINARY CONCEPT	**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
STANDARD	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
STANDARD	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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Grade **9** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
STANDARD	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
STANDARD	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **10** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
STANDARD	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
STANDARD	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **11** - 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. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

STANDARD	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
STANDARD	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
STANDARD	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Illinois Learning Standards

Language Arts

Grade **12** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
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.
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.
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.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
STANDARD	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
STANDARD	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

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Grade **9** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
STANDARD	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
STANDARD	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Illinois Learning Standards

Language Arts

Grade **10** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
STANDARD	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
STANDARD	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

STANDARD	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Language Standards**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**

DESCRIPTOR / CONTENT DISCIPLINE	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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Language Arts

Grade **11** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
STANDARD	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
STANDARD	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Illinois Learning Standards

Language Arts

Grade **12** - Adopted: **2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
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.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.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
STANDARD	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
STANDARD	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
STANDARD	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		**Writing Standards**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	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.
STATE GOAL / DISCIPLINARY CONCEPT		**Speaking and Listening Standards**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.