Main Criteria: Frontiers in Writing

Secondary Criteria: Illinois Learning Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

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

Illinois Learning Standards

Language Arts

Language Arts			
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 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.	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 I 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.	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 ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.S L.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 I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING ST ANDARD / 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.	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.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards: Foundational Skills

LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL I DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR I CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and

elaborate on the remarks of others.

STATE GOAL /
DISCIPLINARY
CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Illinois Learning Standards

Language Arts

Grade 5 - 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.	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 ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / 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.	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 ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills

LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPT OR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge

DESCRIPT OR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		Lesson 03: Unit 2 Writing from Notes, p. 29-34
		Illinois Learning Standards
		Language Arts
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL I 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 ST ANDARD / 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 I 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.	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 I 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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	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 ST ANDARD / 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.	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.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT

STATE GOAL / DISCIPLINARY

CONCEPT

Writing Standards

Reading Standards: Foundational Skills

LEARNING STANDARD /		Fluency
DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST AND ARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST AND ARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR /		
CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
STANDARD /	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.5.4. L.5.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Language Standards
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.5.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Language Standards Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		Lesson 04: Unit 2 Writing from Notes, p. 35-42
		Illinois Learning Standards
		Language Arts
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST AND ARD / 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.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST AND ARD / 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.	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 ST AND ARD / 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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	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 /		Vocabulary Acquisition and Use
DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	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		context clues, analyzing meaningful word parts, and consulting general and specialized reference
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT	4.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	4.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	4.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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. Reading Standards for Informational Text
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	CCRA.L.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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. Reading Standards for Informational Text Key Ideas and Details Determine two or more main ideas of a text and explain how they are supported by key details;
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	CCRA.L.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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. Reading Standards for Informational Text Key Ideas and Details Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
STANDARD /	RF.5.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RF.5.4. RF.5.4.a.	
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Read with sufficient accuracy and fluency to support comprehension.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD	RF.5.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY	RF.5.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	RF.5.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT	RF.5.4.a. RF.5.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and

STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.

STATE GOAL /
DISCIPLINARY
CONCEPT

STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
DISCIPLINARY		Language Standards Conventions of Standard English
DISCIPLINARY CONCEPT LEARNING STANDARD /	L.5.1.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.5.1. L.5.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Illinois Learning Standards

Language Arts			
Grade 5 - 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.	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.	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.
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STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.S L.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.	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
		West to the Association and the second secon
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
STANDARD /	CCRA.L.	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.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		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
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT	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. 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
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	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. 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.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	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. 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. Reading Standards for Literature
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	CCRA.L.	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. 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. Reading Standards for Literature Key Ideas and Details Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	CCRA.L.	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. 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. Reading Standards for Literature Key Ideas and Details Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

DESCRIPTOR / CONTENT DISCIPLINE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST AND ARD I DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT	W.5.9. W.5.9.a.	
CONTENT		Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g.,
STATE GOAL / DISCIPLINARY		Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). Speaking and Listening Standards
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	W.5.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others'

STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL I DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Illinois Learning Standards

		Grade 5 - 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.	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.	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 ST ANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	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.	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 I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
STANDARD	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

STANDARD	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
STANDARD	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards

LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Illinois Learning Standards

Language Arts

		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 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 I 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.	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.	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.	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
STANDARD /	CCRA.W.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
DESCRIPTOR / CONTENT		
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Draw evidence from literary or informational texts to support analysis, reflection, and research.
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	9. CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	9. CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing 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 Language

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	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.	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.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR /	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards: Foundational Skills

LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STATE GOAL /		Writing Standards
CONCEPT		
		Text Types and Purposes
CONCEPT LEARNING STANDARD /	W.5.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT	W.5.3. W.5.3.a.	Write narratives to develop real or imagined experiences or events using effective
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	W.5.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD	W.5.3.a. W.5.3.c.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD	W.5.3.a. W.5.3.c. W.5.3.d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely.

DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPT OR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
DISCIPLINARY		Vocabulary Acquisition and Use
DISCIPLINARY CONCEPT LEARNING STANDARD /	L.5.4.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.5.4. L.5.4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	L.5.4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY	L.5.4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	L.5.4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Language Standards

STATE GOAL /
DISCIPLINARY
CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

		Language Arts
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 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 I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	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.	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.	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 /	CCRA.W.	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
LEARNING STANDARD / DISCIPLINE
DESCRIPTOR

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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 ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL I 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.	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 ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / CONTENT DISCIPLINE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
STANDARD	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
STANDARD	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
STANDARD	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events

precisely.

STANDARD	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPT OR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CTAND ADD		
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPT OR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

Illinois Learning Standards		
Language Arts		
Grade 5 - 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.	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 /		Production and Distribution of Writing
DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT		
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT	4.	appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	4.	appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	4.	appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. College and Career Readiness Anchor Standards for Writing
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and

LEARNING ST AND ARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.	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
LEARNING STANDARD / DISCIPLINE
DESCRIPTOR / CONTENT

Reading Standards for Informational Text

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge

DESCRIPT OR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		esson 10: Unit 4 Summarizing a Reference in 81-88

Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

Illinois Learning Standards

Language Arts

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING ST AND ARD / 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.	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 ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	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.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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 I DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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.S L.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		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.	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.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas

DECCEIPTE :		
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPT OR I CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL /		
DISCIPLINARY CONCEPT		Writing Standards
DISCIPLINARY		Writing Standards Text Types and Purposes
DISCIPLINARY CONCEPT LEARNING STANDARD /	W.5.2.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT	W.5.2. W.5.2.a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding
DISCIPLINARY CONCEPT LEARNING STANDARD I DISCIPLINE DESCRIPT OR I CONTENT DISCIPLINE STANDARD	W.5.2.a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and
DISCIPLINARY CONCEPT LEARNING STANDARD I DISCIPLINE DESCRIPT OR I CONTENT DISCIPLINE STANDARD STANDARD	W.5.2.a. W.5.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD	W.5.2.a. W.5.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPT OR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that

STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
STANDARD /	L.5.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.5.4. L.5.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases

STATE GOAL /
DISCIPLINARY
CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
DISCIPLINARY		Language Standards Vocabulary Acquisition and Use

Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

		Language Arts
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 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.	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.	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		Research to Build and Present Knowledge
STANDARD / DISCIPLINE		

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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.	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 ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

STATE GOAL / DISCIPLINARY CONCEPT
LEARNING STANDARD / DISCIPLINE
DESCRIPTOR / CONTENT DISCIPLINE
STANDARD

Writing Standards

LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
DISCIPLINE		
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	SL.5.1.a. SL.5.1.b.	
STANDARD		preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and
STANDARD STANDARD STATE GOAL / DISCIPLINARY	SL.5.1.b.	preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	SL.5.1.b.	preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR /
CONTENT
DISCIPLINE

L.5.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

Illinois Learning Standards

Language Arts

Language Arts			
Grade 5 - 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 ST ANDARD / 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.	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.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL /		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY CONCEPT		
		Research to Build and Present Knowledge
CONCEPT LEARNING STANDARD /	CCRA.W. 9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	9. CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	9. CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing 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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	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 /		Vocabulary Acquisition and Use
DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	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		context clues, analyzing meaningful word parts, and consulting general and specialized reference
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT	4.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	4.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	4.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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. Reading Standards for Informational Text
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	CCRA.L.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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. Reading Standards for Informational Text Key Ideas and Details Determine two or more main ideas of a text and explain how they are supported by key details;
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	CCRA.L.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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. Reading Standards for Informational Text Key Ideas and Details Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
STANDARD /	RF.5.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RF.5.4. RF.5.4.a.	
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Read with sufficient accuracy and fluency to support comprehension.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD	RF.5.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY	RF.5.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	RF.5.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT	RF.5.4.a. RF.5.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and

STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.

STATE GOAL /
DISCIPLINARY
CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

STATE GOAL DISCIPLINARY CONCEPT
LEARNING STANDARD /

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 13: Unit 5 Writing from Pictures, p. 111-116

Language Arts				
Grade 5 - 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.	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.	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 Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.S L.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 I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	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 Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

STATE GOAL /
DISCIPLINARY
CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Lesson 14: Unit 5 Writing from Pictures, p.117-122

Illinois Learning Standards

Language Arto			
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 2013	
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing	
LEARNING ST ANDARD / 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.	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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY		College and Career Readiness Anchor Standards for Language
CONCEPT		
CONCEPT LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
LEARNING STANDARD /	CCRA.L.	Vocabulary Acquisition and Use 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.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		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
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT	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. 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
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	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. 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.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /	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. 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. Reading Standards for Literature

LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / CONTENT DISCIPLINE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
STANDARD	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
STANDARD	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
STANDARD	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL /		to a constant
DISCIPLINARY CONCEPT		Language Standards
DISCIPLINARY		Conventions of Standard English
DISCIPLINARY CONCEPT LEARNING STANDARD /	L.5.1.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT	L.5.1. L.5.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.5.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Illinois Learning Standards

Language Arts		
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 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.	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.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.	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		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
STANDARD	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
STANDARD	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
STANDARD	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR I CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

STATE GOAL /
DISCIPLINARY
CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

Illinois Learning Standards

Language Arts			
Grade 5 - 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 ST ANDARD / 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 I 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.	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 I 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 ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.S L.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 ST AND ARD / 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 ST AND ARD / 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.	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		Key Ideas and Details

DESCRIPTOR / CONTENT DISCIPLINE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPT OR I CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPT OR I CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STATE GOAL
CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
DISCIPLINARY		Language Standards Vocabulary Acquisition and Use

Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

Illinois Learning Standards

Language Arts		
Grade 5 - 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.	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 I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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
CONCLIT		
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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.	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 ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPT OR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

STATE GOAL / DISCIPLINARY CONCEPT
LEARNING STANDARD / DISCIPLINE
DESCRIPTOR / CONTENT DISCIPLINE
STANDARD

Writing Standards

LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
DISCIPLINE		
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	SL.5.1.a. SL.5.1.b.	
STANDARD		preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and
STANDARD STANDARD STATE GOAL / DISCIPLINARY	SL.5.1.b.	preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	SL.5.1.b.	preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking and Listening Standards

LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING		Vocabulary Acquisition and Use
STANDARD / DISCIPLINE		Voodbalary Adjustion and OSC
STANDARD /	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.5.5. L.5.5.c.	Demonstrate understanding of figurative language, word relationships, and nuances in
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DESCRIPTOR /
CONTENT
DISCIPLINE

L.5.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

Illinois Learning Standards

		Language Arts
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 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.	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 ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.S L.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.	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.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards: Foundational Skills

LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL I DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR I CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and

elaborate on the remarks of others.

STATE GOAL /
DISCIPLINARY
CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

Illinois Learning Standards

Language Arts

Grade 5 - 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.	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 I 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 I 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.	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.	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.	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.	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.S L.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 ST ANDARD / DISCIPLINE		Conventions of Standard English

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.	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.	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.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards for Informational Text

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD		
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. Writing Standards

DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPT OR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR I CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT	L.5.2. L.5.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence.
CONTENT DISCIPLINE		punctuation, and spelling when writing.
CONTENT DISCIPLINE STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD STATE GOAL / DISCIPLINARY	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence. Spell grade-appropriate words correctly, consulting references as needed.
STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.5.2.e.	Use a comma to separate an introductory element from the rest of the sentence. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Illinois Learning Standards

		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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
DISCIPLINARY		Writing Standards Text Types and Purposes
DISCIPLINARY CONCEPT LEARNING ST ANDARD /	W.5.2.	

STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STATE GOAL /
DISCIPLINARY
CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Lesson 21: Unit 7 Inventive Writing, p. 173-180

Illinois Learning Standards

Language Arts		
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 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.	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 ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding

comprehension.

STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR I CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR I CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
		Lesson 22: Unit 7 Inventive Writing in 191-199

Lesson 22: Unit 7 Inventive Writing, p. 181-188

Illinois Learning Standards

Language Arts				
	Grade 5 - 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 I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing		

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Lesson 23: Unit 7 Inventive Writing, p. 189-196

Illinois Learning Standards

Language Arts

Grade 5 - 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.	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.	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 ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards

LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.

STATE GOAL /
DISCIPLINARY
CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR I CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR I CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

Lesson 24: Unit 8 Formal Essay Models, p. 197-206

Illinois Learning Standards

	Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013		
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading		
LEARNING ST AND ARD / 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.	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.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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 ST ANDARD / 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.	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 ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.	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.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and

STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing

DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.

STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR I CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		Lesson 25: Unit 8 Formal Essay Models, p. 207-216
		Illinois Learning Standards

Illinois Learning Standards

Language Arts			
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 2013	
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.	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.	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.	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.S L.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.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

Illinois Learning Standards

Grade 5 - 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.	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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD /		Text Types and Purposes
DISCIPLINE		
DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
DESCRIPT OR / CONTENT	W.5.2. W.5.2.a.	
DESCRIPTOR / CONTENT DISCIPLINE		Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding
DESCRIPTOR / CONTENT DISCIPLINE STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and
DESCRIPT OR I CONTENT DISCIPLINE STANDARD	W.5.2.a. W.5.2.b.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in
DESCRIPT OR I CONTENT DISCIPLINE STANDARD STANDARD	W.5.2.a. W.5.2.b.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
DESCRIPT OR I CONTENT DISCIPLINE STANDARD STANDARD STANDARD	W.5.2.a. W.5.2.b. W.5.2.c.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPT OR I CONTENT DISCIPLINE STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD	W.5.2.a. W.5.2.b. W.5.2.c.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

DESCRIPTOR / W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) DESCRIPTOR / CONTENT			
DISCIPLINE STATE GOAL / DISCIPLINE Research to Build and Present Knowledge Research to Build and Present Knowledge Research to Build and Present Knowledge DESCRIPTOR / ONCEPT BESCRIPTOR / DISCIPLINE Witing Standards Recall relevant information from experiences or gather relevant information from print and digital concrets. Witing Standards Writing Standards Range of Writing BESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE Speaking and Listening Standards Comprehension and Collaboration STANDARD / DISCIPLINE Comprehension and Collaboration DISCIPLINE STANDARD / SLS.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners one grade 8 topics and texts, building on others of discas and expressing their own clearly. STANDARD SL.5.1. Come to discussions prepared, having read or studied required material; explicitly draw on finat preparation and other information known about the topic to explore ideas under discussion. STANDARD SL.5.1. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. STATE GOAL / DISCIPLINARY CONCEPT Language Standards Conventions of Standard English DISCIPLINARY CONCEPT LEARNING STANDARD SL.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CONTENT	W.5.4.	task, purpose, and audience. (Grade-specific expectations for writing types are defined in
DISCIPLINARY CONCEPT US.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of Sources. STATE GOAL J DISCIPLINARY CONCEPT Writing Standards Writing Standards Range of Writing Range of Writing DESCRIPTOR J DISCIPLINE 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 discipline-specific tasks, purposes, and audiences. STATE GOAL J DISCIPLINE Speaking and Listening Standards Comprehension and Collaboration STANDARD J DISCIPLINE Comprehension and Collaboration STANDARD SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' indeas and expressing their own clearly. STANDARD SL.5.1. Come to discussions prepared, having read or studied required malerial: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion and elaborate on the remarks of others. STANDARD SL.5.1. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. STATE GOAL J DISCIPLINE LEARNING STANDARD Convertions of Standard English Convertions of Standard English DESCRIPTOR L LS.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CONTENT	W.5.5.	
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STATE GOAL/ DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE Witing Standards Range of Writing DESCRIPTOR / CONTENT DISCIPLINE W5.10. Wite 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 discipline-specific tasks, purposes, and audiences. STATE GOAL / DISCIPLINE Speaking and Listening Standards Connept Connept Comprehension and Collaboration DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE Standards Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion and elaborate on the remarks of others. STANDARD SL5.1. Follow agreed-upon rules for discussions by making comments that contribute to the discussion and elaborate on the remarks of others. STANDARD SL5.1. Language Standards Conventions of Standard English DISCIPLINE DESCRIPTOR / CONTENT LEARNING STANDARD DESCRIPTOR / DESCRIPTOR / CONTENT DESCRIPTOR / DEMONSTRATE Command of the conventions of standard English grammar and usage	STANDARD /		Research to Build and Present Knowledge
DISCIPLINARY CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE W5.10. 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 discipline-specific tasks, purposes, and audiences. STATE GOAL / DISCIPLINE Speaking and Listening Standards Comprehension and Collaboration DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. STANDARD SL.5.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. STANDARD SL.5.1. Follow agreed-upon rules for discussions and carry out assigned roles. STATE GOAL / DISCIPLINARY CONTENT Language Standards Conventions of Standard English Conventions of Standard English DESCRIPTOR / U.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CONTENT	W.5.8.	sources; summarize or paraphrase information in notes and finished work, and provide a list of
DESCRIPTOR / CONTENT DISCIPLINE W5.10. 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 discipline-specific tasks, purposes, and audiences. STATE GOAL / DISCIPLINE SPeaking and Listening Standards Comprehension and Collaboration DISCIPLINE LEARNING STANDARD / DISCIPLINE SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. STANDARD SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. STANDARD SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. STANDARD SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD Language Standards Conventions of Standard English DESCRIPTOR / CONTENT L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	DISCIPLINARY		Writing Standards
time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STATE GOAL / DISCIPLINARY CONCEPT Speaking and Listening Standards Comprehension and Collaboration Comprehension and Collaboration STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. STANDARD SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. STANDARD SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. STANDARD SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Language Standards Conventions of Standard English DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINARY CONCEPT DESCRIPTOR / L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	STANDARD /		Range of Writing
LEARNING STANDARD Comprehension and Collaboration DESCRIPTOR CONTENT DISCIPLINE STANDARD SL.5.1.	CONTENT	W.5.10.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
DESCRIPTOR / OISCIPLINE DESCRIPTOR / OISCIPLINE SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. STANDARD SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. STANDARD SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. STANDARD SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. STATE GOAL / DISCIPLINARY CONCEPT Language Standards Conventions of Standard English DESCRIPTOR / L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	DISCIPLINARY		Speaking and Listening Standards
teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. STANDARD SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. STANDARD SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. STANDARD SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. STATE GOAL / DISCIPLINARY CONCEPT Language Standards Conventions of Standard English Conventions of Standard English DESCRIPTOR / L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	STANDARD /		Comprehension and Collaboration
preparation and other information known about the topic to explore ideas under discussion. STANDARD SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. STANDARD SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE Conventions of Standard English DESCRIPTOR / L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CONTENT	SL.5.1.	teacher-led) with diverse partners on grade 5 topics and texts, building on others'
STANDARD SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Language Standards Learning STANDARD / DISCIPLINARY CONCEPT Conventions of Standard English DESCRIPTOR / CONTENT L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	STANDARD	SL.5.1.a.	
ELARNING STANDARD / DISCIPLINE LEARNING STANDARD / DISCIPLINE DESCRIPTOR / L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
DISCIPLINARY CONCEPT LEARNING ST AND ARD / DISCIPLINE DESCRIPTOR / CONTENT Conventions of Standard English Conventions of Standard English Conventions of Standard English grammar and usage when writing or speaking.	STANDARD	SL.5.1.c.	
STANDARD / DISCIPLINE DESCRIPTOR / L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	DISCIPLINARY		Language Standards
CONTENT when writing or speaking.	STANDARD /		Conventions of Standard English
	CONTENT	L.5.1.	

STANDARD	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

Lesson 27: Unit 9 Formal Critique, p. 223-232

Illinois Learning Standards

		Language Arts
		Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013
STATE GOAL I 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.	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 I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing
DISCIPLINARY CONCEPT LEARNING ST ANDARD /	CCRA.W.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT	4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /	4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 I 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.	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 I DISCIPLINARY CONCEPT		Reading Standards for Literature

LEARNING ST AND ARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST AND ARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STATE GOAL /
DISCIPLINARY
CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL I DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and

elaborate on the remarks of others.

STATE GOAL /
DISCIPLINARY
CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR I CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE

L.5.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and $phrases, including \ those \ that \ signal \ contrast, \ addition, \ and \ other \ logical \ relationships \ (e.g.,$ however, although, nevertheless, similarly, moreover, in addition).

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Illinois Learning Standards

Language Arts			
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 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.	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.	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
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Range of Writing
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Range of Writing 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.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 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.

DECCRIPTE :		
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.	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 /		Reading Standards for Literature
DISCIPLINARY CONCEPT		
DISCIPLINARY		Key Ideas and Details
DISCIPLINARY CONCEPT LEARNING STANDARD /	RL.5.1.	Key Ideas and Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RL.5.1. RL.5.2.	Quote accurately from a text when explaining what the text says explicitly and when drawing
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT		Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

DESCRIPTOR / CONTENT DISCIPLINE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
STANDARD	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
STANDARD	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD	W.5.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge

DESCRIPT OR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		Language Arts
		Illinois Learning Standards
		Lesson 29: Unit 9 Formal Critique, p. 241-248
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
DESCRIPT OR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD	L.5.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

	Grade 5 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / 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.	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.	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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.	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 ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING ST AND ARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST AND ARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPT OR I CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Illinois Learning Standards

		Language Arts
		Grade 5 - Adopted: 2010 (CCSS) / Implement ed 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.	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.	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.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / 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.	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.	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.S L.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		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL I 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.	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.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	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.
CONTENT		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
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		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.
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		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. Reading Standards for Literature

Reading Standards for Informational Text

LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPT OR I	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

STANDARD	RF.5.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST AND ARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
STANDARD	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
STANDARD	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD	W.5.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
STANDARD	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPT OR I CONTENT DISCIPLINE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.5.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.5.10.	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 discipline-specific tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR I CONTENT DISCIPLINE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
STANDARD	L.5.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.
STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD /		Vocabulary Acquisition and Use
DISCIPLINE		