Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

LEARNING STANDARD / DISCIPLINE		**Range of Writing**

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

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

LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Speaking and Listening**
LEARNING STANDARD / DISCIPLINE		**Presentation of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Language**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Language**
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Language**
LEARNING STANDARD / DISCIPLINE		**Vocabulary Acquisition and Use**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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**
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.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.5.8	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		**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.
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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).

UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RI.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**
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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		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.
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

Illinois Learning Standards

Language Arts

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

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Reading**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Reading**
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Reading**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

DESCRIPTOR / CONTENT DISCIPLINE	RI.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
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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		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.
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	L.5.3	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

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

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Language**
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

| DESCRIPTOR /
CONTENT
DISCIPLINE | RL.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 | | **Craft and Structure** |

| DESCRIPTOR /
CONTENT
DISCIPLINE | RL.5.5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |

| DESCRIPTOR /
CONTENT
DISCIPLINE | RL.5.6 | Describe how a narrator's or speaker's point of view influences how events are described. |

| 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.5.3** | **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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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
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.
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD	L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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).

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Speaking and Listening**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.

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.5.3**	**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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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**
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
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		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD	L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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.
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.5.6	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).

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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

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

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		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.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.

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.5.3**	**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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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**
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**
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		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD	L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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).

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

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

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 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RI.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**
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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 / 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		**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.
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

| DESCRIPTOR / CONTENT DISCIPLINE | RI.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 |

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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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 / 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.5.2	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		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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**
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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 / 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		**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.
DESCRIPTOR / CONTENT DISCIPLINE	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92

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. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

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

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 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RI.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
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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.5.2	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.c	Use verb tense to convey various times, sequences, states, and conditions.
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		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

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. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RI.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**
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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.5.2	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.c	Use verb tense to convey various times, sequences, states, and conditions.
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		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

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. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

LEARNING STANDARD / DISCIPLINE		**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.5.3**	**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.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.

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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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
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.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD	L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
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		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

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

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.

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 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RL.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.

DESCRIPTOR / CONTENT DISCIPLINE	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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).
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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.5.2	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.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.e	Spell grade-appropriate words correctly, consulting references as needed.

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

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 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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.5.2	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.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.e	Spell grade-appropriate words correctly, consulting references as needed.

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge

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

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for 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.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		**Reading Standards for Literature**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	RL.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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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.
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).
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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.5.2	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.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.e	Spell grade-appropriate words correctly, consulting references as needed.

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

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. 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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 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		**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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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**
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.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.e	Spell grade-appropriate words correctly, consulting references as needed.

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

UNIT 7: INVENTIVE WRITING Week 17 Page 147-152

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. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 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		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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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**
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.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.e	Spell grade-appropriate words correctly, consulting references as needed.

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

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. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 Language
LEARNING STANDARD / DISCIPLINE		**Conventions of Standard English**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**W.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.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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.5.2	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.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.e	Spell grade-appropriate words correctly, consulting references as needed.

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	L.5.3	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Reading**
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Speaking and Listening**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Language**
LEARNING STANDARD / DISCIPLINE		**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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

DESCRIPTOR / CONTENT DISCIPLINE	RL.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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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.5.2	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.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.e	Spell grade-appropriate words correctly, consulting references as needed.

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Speaking and Listening**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Language**
LEARNING STANDARD / DISCIPLINE		**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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RL.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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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.5.2	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.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.e	Spell grade-appropriate words correctly, consulting references as needed.

		Language Standards
LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

		Language Standards
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.

		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).

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Research to Build and Present Knowledge**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Writing**
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Speaking and Listening**
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STATE GOAL / DISCIPLINARY CONCEPT		**College and Career Readiness Anchor Standards for Language**
LEARNING STANDARD / DISCIPLINE		**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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RL.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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
DESCRIPTOR / CONTENT DISCIPLINE	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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.5.2	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.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.e	Spell grade-appropriate words correctly, consulting references as needed.

Language Standards

LEARNING STANDARD / DISCIPLINE		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**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).

UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

DESCRIPTOR / CONTENT DISCIPLINE	RL.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		Craft and Structure

DESCRIPTOR / CONTENT DISCIPLINE	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.

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.5.3	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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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
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
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.
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		**Knowledge of Language**
DESCRIPTOR / CONTENT DISCIPLINE	**L.5.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD	L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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).

UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244

Illinois Learning Standards
Language Arts

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

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Integration of Knowledge and Ideas**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		**Range of Reading and Level of Text Complexity**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

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

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		**Range of Writing**
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		**Comprehension and Collaboration**

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

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

LEARNING STANDARD / DISCIPLINE		**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.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	RL.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		**Craft and Structure**

DESCRIPTOR / CONTENT DISCIPLINE	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
DESCRIPTOR / CONTENT DISCIPLINE	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
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.5.3**	**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.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.
DESCRIPTOR / CONTENT DISCIPLINE	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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**
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
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.
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		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD	L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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).

UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245

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		**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 Writing**

LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

LEARNING STANDARD / DISCIPLINE		**Production and Distribution of Writing**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		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		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.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		**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.5.2	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		**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).